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ICSE English Language Paper-1 Class 10
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ICSE EXAMINATION PAPER 2026
ENGLISH LANGUAGE
ENGLISH PAPER - 1

Time allowed : 2 Hours **Maximum marks : 80**

1. Answer to this Paper must be written on the paper provided separately.
2. You will not be allowed to write during the first 15 minutes.
3. This time is to be spent in reading the question paper.
4. The time given at the head of this Paper is the time allowed for writing the answers.
5. Attempt all five questions
6. The intended marks for questions or parts of questions are given in brackets [ ].
7. You are advised to spend not more than 30 minutes in answering Question 1 and 20 minutes in answering Question 2.

QUESTION 1.

(Do not spend more than 30 minutes on this question.)

Write a composition (300 - 350 words) on any one of the following: [20]

1. Write an original short story beginning with the words: It was midnight and the doorbell rang…

Ans :

It was midnight and the doorbell rang. The sound tore through the silence of our sleeping house like a thunderclap. I sat up in bed, my heart hammering. Who could possibly be at the door at this hour?

My parents were away visiting my grandparents in another city. I was alone - fourteen years old and suddenly very aware of every creak the old house made. I tiptoed to the window and peered down at the porch below. A figure stood hunched in the rain, clutching something to their chest.

Something about the silhouette seemed familiar. Gathering my courage, I crept downstairs and called through the door, "Who's there?"

"It's me - Arjun!" came a breathless, trembling voice.

Arjun was my neighbour's twelve-year-old son. I flung the door open. He stumbled inside, soaking wet, his eyes wide with terror. In his arms he clutched a small cardboard box from which came a faint, pitiful mewing.

"A stray cat," he gasped. "She was trying to have kittens under the overpass - in all this rain. I didn't know where else to go. My parents are fighting again. I couldn't - I just couldn't leave her there."

His voice broke. I realised then that it wasn't just the cat he was rescuing himself from.

I quickly brought dry towels and warm milk. We made a nest in a laundry basket and watched as the mother cat, calmer now, delivered four tiny kittens over the next hour. Arjun's tear-streaked face slowly transformed into something luminous - wonder and relief and quiet pride.

By two in the morning, we sat side by side on the kitchen floor, four kittens sleeping in a warm pile, and Arjun finally asleep against my shoulder.

Some doorbells ring to frighten us. Others ring to remind us that courage and kindness often travel together - even at midnight, even in the rain.

2. If you could change one period in your school timetable, which one would you choose? Why do you think it needs to be changed and with which subject or activity would you replace it?

Ans :

If I could change one period in my school timetable, I would without hesitation replace the double Mathematics period held on Friday afternoons. While I do not dismiss the importance of Mathematics as a subject, I firmly believe that its placement on a Friday afternoon makes it the least productive lesson of the entire week.

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By Friday afternoon, students are mentally exhausted from five days of rigorous academic work. Concentration is at its lowest, and even the most dedicated students find it difficult to engage meaningfully with complex equations and theorems when their minds are already drifting toward the weekend. Teachers themselves often acknowledge that Friday afternoons yield poor results in terms of student participation and retention.

I would replace this period with a Creative Arts and Expression class. This could include drawing, painting, creative writing, drama, or even music. Such activities would serve multiple purposes. First, they would provide a much-needed mental break that recharges students after a demanding week. Second, they would nurture talents that conventional academic subjects often neglect. Third, research consistently shows that creative engagement reduces stress and improves overall well-being.

Moreover, the arts foster skills that are invaluable beyond the classroom - imagination, lateral thinking, collaboration, and the ability to express oneself clearly and confidently. These are precisely the qualities that make individuals successful in the modern world, where creativity and innovation are prized as highly as analytical ability.

Mathematics, being a subject that demands full mental alertness, would be far better placed earlier in the week - on a Monday or Tuesday morning when minds are fresh and focus is sharp.

Education must recognize that students are not machines. They need balance. A school timetable that acknowledges human energy and creativity will ultimately produce more well-rounded, happier, and more capable individuals. The change I propose is small, but its impact would be profound.

3. You and your family enjoy eating out. Give a description of your favorite restaurant or food stall, and the sights and smells that attract you to the place. Explain why you like eating here.

Ans :

There is a small, unassuming food stall tucked into a narrow lane near our neighborhood market that I consider nothing short of magical. It has no grand signboard, no gleaming interiors, and no elaborate decor - just a few worn wooden benches, a crackling coal stove, and the most extraordinary food I have ever tasted. It is run by Rameshji, an elderly man whose family has been cooking here for three generations.

The moment you turn into that lane, your senses are completely ambushed. The air is thick with the aroma of sizzling spices - cumin crackling in hot ghee, the sharp warmth of green chillies, the sweet smokiness of charred bread on the tawa. Mixed with the earthy smell of coal smoke and the faint sweetness of chai brewing in a battered aluminum pot, it creates a fragrance that is entirely its own - familiar and intoxicating all at once.

The sight of the stall is equally compelling. Bright orange dal simmers in a wide iron pot. Golden parathas are pressed flat with quick, practised hands. Steel plates are arranged in neat stacks, ready to be piled high with food. Rameshji moves behind the counter with the calm efficiency of a man who has performed these actions ten thousand times and still finds joy in every one of them.

My family discovered this stall on a rainy evening three years ago. We have returned every weekend since. What we love most is not merely the food - though the dal-paratha and achaar are extraordinary - but the warmth of the place itself. Rameshji always remembers our order. He asks after our family with genuine affection. Eating there never feels transactional; it feels like being welcomed into someone's home.

In a world of polished restaurants and curated menus, this simple stall offers something rarer: honest food, made with love, served with dignity. That is why we keep coming back.

4. 'Homework is a necessary evil.'
Express your views either for or against this statement.

Ans :

FOR :

Homework has been a cornerstone of education for generations, and those who defend it argue that the practice is not merely tradition but genuine necessity. I find myself firmly in agreement with the statement that homework, though often resented, is indeed necessary.

Learning does not end when the school bell rings. The classroom provides instruction, but true understanding is built through practice and repetition. Homework serves precisely this purpose. When a student solves ten mathematics problems at home after studying the method in class, the concept moves from short-term to long-

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term memory. This consolidation is essential to genuine learning.

Furthermore, homework cultivates discipline and time management - skills that are far more valuable in life than any single academic subject. A student who learns to sit down each evening, organise their tasks, and complete them without supervision is developing habits that will serve them throughout their career and personal life.

Homework also helps teachers identify gaps in understanding. When a student consistently struggles with written assignments, it signals areas where more classroom attention is needed. Without this feedback mechanism, many learning difficulties would go undetected.

Critics argue that homework causes stress and eats into leisure time. This is true when homework is excessive or poorly designed. However, the solution is not to abolish homework but to assign it thoughtfully - purposeful, limited in quantity, and meaningful in content.

Even unpleasant medicine cures illness. Homework may be unwelcome, but it heals the gaps in our knowledge and strengthens the foundations of our education. To call it a necessary evil is not condemnation - it is honest acknowledgment that valuable things sometimes demand effort and discomfort. In that sense, homework is not something to be eliminated. It is something to be respected.

AGAINST :

The phrase 'necessary evil' implies that something harmful must be tolerated for the greater good. I challenge both parts of this claim as they apply to homework. Homework is neither truly necessary nor is it producing the good it promises. It is simply - evil.

Consider what homework actually demands. After six or seven hours of concentrated schoolwork, children are expected to return home - tired, hungry, and in need of rest - and immediately resume academic labour. This is not education; it is exhaustion masquerading as diligence. Numerous studies in educational psychology have demonstrated that beyond a certain point, additional study time produces diminishing returns. An exhausted mind retains little and understands less.

Moreover, homework profoundly disadvantages students from less privileged homes. A child with a quiet desk, good lighting, supportive parents, and access to books and the Internet can complete assignments with relative ease. A child in a crowded home, caring for younger siblings, with no reliable electricity or parental support, faces a completely different reality. Homework, therefore, does not level the playing field - it tilts it further.

There is also the question of childhood itself. Children need time to play, to daydream, to pursue hobbies, and to simply rest. These experiences are not idle luxuries - they are essential to emotional health, creativity, and social development. A childhood consumed by worksheets and revision notes is an impoverished one, regardless of the examination scores it produces.

Schools should focus on making classroom time so effective and engaging that extended home study becomes unnecessary. Learning should be a joy, not a burden carried home in a heavy schoolbag every evening.

Homework is not a necessary evil. It is an unnecessary one - and it is time we honestly admitted as much.

5. Study the picture given below. Write a story or a description or an account of what it suggests to you. Your composition may be about the subject of the picture, or you may take suggestions from it. However, there must be a clear connection between the picture and your composition.

Ans :

THE RIDE OF IMAGINATION

Childhood is the most beautiful stage of life because children possess a wonderful power — the power of imagination. The picture of the two children sitting on old tyres and pretending to ride a motorcycle perfectly reflects this joy and innocence.

The two children are sitting outdoors on a dusty ground. They have used discarded tyres and an old paint bucket to create an imaginary bike. Both of them are wearing helmets, which makes

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their play appear even more realistic. The boy in front acts as the driver while the girl behind him sits happily like a passenger. Their cheerful smiles reveal how deeply they are enjoying the moment.

What touches me most about this picture is that the children are finding happiness in the simplest things. In today's world, many children depend heavily on expensive toys, mobile phones, and video games for entertainment. However, these children prove that true joy does not come from costly possessions but from creativity and companionship. With only a few old objects and a lively imagination, they have created their own little adventure.

The picture also highlights the innocence of childhood. Children do not worry about wealth, status, or difficulties of life. They live in the present moment and turn ordinary things into something magical. Their imagination transforms useless tyres into a powerful motorcycle and an empty road into an exciting journey.

Another important message suggested by the picture is the value of friendship and bonding. The children seem completely comfortable and happy in each other's company. Their smiles express trust, affection, and togetherness. Such moments create memories that remain precious for a lifetime.

In conclusion, this picture beautifully captures the spirit of childhood — innocence, creativity, happiness, and friendship. It reminds us that the greatest pleasures in life are often the simplest ones. Even without luxury or modern gadgets, a creative mind and a joyful heart can make life truly wonderful.

QUESTION 2.

(Do not spend more than 20 minutes on this question.)

Select any one of the following: [10]

6. Your examinations are drawing near, and you would like to form a study group. Write a letter to one of your classmates inviting him or her to join it. Give details of how you plan to revise and explain why it would be helpful.

Ans :

12, Lake View Road,
Bengaluru - 560034
27th May, 20xx
Dear Meera,
I hope this letter finds you well and in good spirits, despite the mounting pressure of our approaching examinations! As I'm sure you are aware, our final exams are only a few weeks away, and I have been thinking seriously about how to make our revision as effective as possible.

I am writing to invite you to join a small study group that I am hoping to form with three or four of our classmates. I believe that studying together, when done properly, can be far more productive than working in isolation. Two minds - or four - are genuinely better than one when it comes to understanding difficult concepts, testing each other's knowledge, and keeping up motivation during long revision sessions.

Here is what I have in mind. We would meet every alternate evening from 5 p.m. to 7 p.m., either at my home or at the school library. Each session would focus on one or two subjects, and each member would take turns leading the revision of a particular topic. This way, teaching others will help us consolidate our own understanding. We could also quiz each other using past question papers, which I have collected from the last five years.

I feel this approach will address one of the biggest challenges we all face - staying focused while studying alone. Working in a group will bring structure, accountability, and, I hope, a little enjoyment to what can otherwise feel like a very solitary and stressful period.

Please do let me know if you would like to join us. I would love to have you as part of the group - your clarity in English and Science would be invaluable to all of us.

Looking forward to hearing from you.
Yours sincerely,
Ananya Sharma

7. The drainage system in your locality needs repair. Write a letter to the Municipal Commissioner stating the problems caused due to this. Suggest solutions to improve the situation.

Ans :

45, Green Park Colony,
Mylapore, Chennai - 600004
05 March, 20xx

To,
The Municipal Commissioner,
Greater Chennai Corporation,
Chennai - 600003
Subject : Urgent repair of the damaged drainage system in Green Park Colony, Mylapore
Respected Sir/Madam,

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I am writing to bring to your urgent attention the severely deteriorated state of the drainage system in Green Park Colony, Mylapore, Ward No. 12. This issue has been worsening for several months and has now reached a point where it poses a serious threat to the health and daily life of residents.

The drainage pipes in our locality are cracked, blocked, and in several places completely broken. Dirty water regularly overflows onto the streets, creating large, stagnant pools that have become breeding grounds for mosquitoes. The stench from the overflow is unbearable, particularly during warmer weather. Several residents, including young children and elderly individuals, have fallen ill with water-borne diseases in recent weeks, and we strongly believe the drainage situation is a contributing factor.

Additionally, the overflow damages roads, creating potholes that pose a hazard to pedestrians and motorists alike. The situation worsens significantly during rainfall, when the overflow spreads across an even larger area.

I respectfully urge the Municipal Corporation to take the following steps as soon as possible. First, a thorough inspection of the entire drainage network in our colony should be conducted immediately. Second, broken and blocked pipes should be replaced or repaired without further delay. Third, until permanent repairs are completed, temporary drainage arrangements should be put in place to prevent overflow. Finally, regular maintenance checks should be scheduled to prevent a recurrence of this problem.

We, the residents of Green Park Colony, Mylapore, trust that the Greater Chennai Corporation will treat this matter with the urgency it deserves. We would be grateful for an acknowledgment of this complaint and an update on the proposed action.

Thanking you for your attention.

Yours faithfully,
Rohan Verma
Green Park Colony, Mylapore
Ward No. 12

QUESTION 3.

8. Your school is organising an Inter House Non-Flame Cooking Competition. Write a notice informing the students about the event. [5]

Ans :

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WELAM PUBLIC SCHOOL, DEHRADUN

NOTICE

INTER HOUSE NON-FLAME COOKING COMPETITION

Date: 14th April, 20xx
All students of Classes VI to X are hereby informed that the School is organizing an Inter House Non-Flame Cooking Competition on Saturday, 25th April, 20xx, in the School Multipurpose Hall. Students wishing to participate must register their names with their respective House Captains on or before 20th April, 20xx. A maximum of two participants per House will be allowed. Participants must bring their own ingredients and utensils. Only non-flame methods of cooking (such as chilling, mixing, assembling, or no-bake techniques) are permitted.
Judging will be based on taste, presentation, creativity, and hygiene. Prizes will be awarded to the top three entries.
For further details, contact the Cultural Committee Coordinator.

Issued by:
The Cultural Committee
Welam Public School, Dehradun

9. Write an email to a famous chef, inviting him/her to judge the event. [5]

Ans :

To	chef.vikasbhatia@culinaryindia.com
Subject	Invitation to Judge the Inter House Non-Flame Cooking Competition

Dear Chef Vikas Bhatia,
I am writing on behalf of St. Joseph's Convent School, Bengaluru, to extend a warm and respectful invitation to you to serve as the Chief Judge at our upcoming Inter House Non-Flame Cooking Competition, to be held on Saturday, 25th April, 2026, at 10:00 a.m. in the School Multipurpose Hall.
This is an annual event that we organise to encourage creativity, healthy eating habits, and culinary confidence among our students. This year, participants from all four school Houses will present original non-flame dishes, showcasing their imagination and skill. We believe your expertise, experience, and passion

for food would make you the ideal person to evaluate and inspire our young participants.
Your presence would not only lend great prestige to the event but also serve as a powerful source of motivation for our students, many of whom admire your work greatly. We would be honoured to have you share a few words of encouragement with them after the judging is complete.
The event is expected to conclude by 1:00 p.m., following which a light lunch will be arranged in your honour. We are happy to make any travel or accommodation arrangements that may be required.
We sincerely hope that you will be able to grace our event with your presence. Please feel free to contact us at the email address above or on 080-24567xxx for any further information.
Thanking you in anticipation.

Yours sincerely,
Mrs. Sunita Kapoor
Principal, St. Joseph's Convent School, Bengaluru

QUESTION 4.

Read the following passage carefully and answer the questions that follow:

"This is your teacher today. He's going to show you all sorts of things." With that the headmaster introduced a new teacher. Totto-chan took a good look at him but he wasn't dressed like a teacher at all. He wore a striped cotton jacket and he had a towel hanging around his neck. His trousers were of dyed cotton and were full of patches. Instead of shoes, he wore thick socks, while on his head was a rather dilapidated straw hat.

The children were all assembled by the pond at the temple.

As she stared at the teacher, Totto-chan thought that she had seen him before.

"Where?" she wondered. His kindly face was sunburnt and full of wrinkles. She suddenly remembered!

"Aren't you the farmer who works in the field by the stream?" she asked him, delighted.

"That's right," said the 'teacher', with a smile wrinkling up his face. "You pass my place every time you go to the village!

That's my field. That one over there full of mustard blossoms."

"Wow! So you're going to be our teacher today," cried the children excitedly.

"No!" said the man, waving his hand in front of his face. "I'm not a teacher! I'm just a farmer. Your headmaster just asked me to do it, that's all."

"Oh yes, he is, he's your farming teacher," said the headmaster, standing beside him. "He very kindly agreed to teach you how to plant a field."

At an elementary school, anyone who taught the children anything would probably have to have teaching qualifications, but the headmaster didn't worry about things like that. He thought it important for children to learn by actually seeing things done.

"Let's begin then," said the farming teacher.

The farming teacher told the children to get spades and other tools from the car and started them on weeding. He told them all about weeds: how hardy they were; how some grew faster than crops and hid the sun from them; how weeds were good hiding places for bad insects; and how weeds could be a nuisance by taking all the nourishment from the soil. He taught them one thing after another. And while he talked, his hands never stopped pulling out weeds. The children did the same. Then the teacher showed them how to dig, how to make furrows; how to spread fertilizer; and everything else you had to do to grow things in a field, explaining as he demonstrated.

A little snake put its head out and very nearly bit the hand of Ta-chan, one of the older boys, but the farming teacher reassured him, "The snakes here are not poisonous, and they won't hurt you if you don't hurt them."

Besides teaching the children how to plant a field, the farming teacher told them interesting things about insects, birds, and butterflies, about the weather, and about all sorts of other things.

[Adapted from 'Totto-chan – The Little Girl at the Window' by Tetsuko Kuroyanagi]

10. For each word given below choose the correct meaning (as used in the passage) from the options provided: [2]

1. Dilapidated (line 6)
   (a) faded and yellow
   (b) new and shining
   (c) tightly wrapped
   (d) old and ragged
2. Elementary (line 21)
   (a) primary
   (b) special
   (c) secondary
   (d) village

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Ans :

1. (d) old and ragged
   The passage describes the teacher's straw hat as "rather dilapidated." The word dilapidated means worn out, damaged, or in poor condition because of age or long use. Therefore, "old and ragged" is the most suitable meaning.
2. (a) primary
   An elementary school refers to a school for young children in the early years of education. This is the same as a primary school. Hence, the correct answer is "primary."

11. Which word in the passage is the opposite of 'boring'? [1]
(a) important
(b) nuisance
(c) nourishment
(d) interesting

Ans :

(d) interesting
The word 'boring' means dull or not exciting. Its opposite is interesting, which means engaging, enjoyable, or attention-grabbing. The passage states that the farming teacher told the children "interesting things" about nature and insects.

12. Answer the following questions briefly in your own words:
(a) How was the new teacher dressed? [2]
(b) Which sentence in the passage tells us that Totto-chan had seen the new teacher before? [2]
(c) Why do you think the headmaster had to correct the farmer about his role? [2]
(d) Why was the headmaster right in inviting the new teacher to take a class? [2]
(e) What did the farmer say that proved that he knew a lot about snakes? [1]

Ans :

(a) The new teacher was dressed in a very informal, almost shabby manner. He wore a striped cotton jacket and dyed cotton trousers full of patches. Instead of shoes, he wore thick socks, and on his head sat a worn, dilapidated straw hat. A towel hung loosely around his neck. He looked nothing like a conventional teacher.
(b) The sentence that reveals this is : "She suddenly remembered!" - followed by Totto-chan asking him, "Aren't you the farmer who works in the field by the stream?" This makes it clear she had seen him before during her walks to the village.
(c) The farmer humbly denied being a teacher, insisting he was simply a farmer who had been asked a favour. The headmaster corrected him because the children needed to understand that this man had genuine authority and knowledge to impart. By calling him their "farming teacher," the headmaster gave him a defined, respected role so the lesson could proceed properly.
(d) The headmaster believed children learn best by actually seeing things done by those with real expertise. The farmer possessed deep, practical knowledge of agriculture, nature, insects, weather, and the land - knowledge no textbook could fully convey. His hands-on demonstration made learning vivid and meaningful, proving that practical wisdom is as valuable as formal qualifications.
(e) When a snake appeared and frightened one of the boys, the farmer calmly reassured them: "The snakes here are not poisonous, and they won't hurt you if you don't hurt them." This showed that he could identify local snake species and understood their behavior - knowledge that only comes from years of working the land.

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13. In not more than 50 words, give an account of what the farmer taught the children that day. [8]

Ans :

The farmer taught the children about weeds - their hardiness and harmful effects on crops - and showed them how to dig, make furrows, and spread fertilizer. He also shared knowledge about insects, birds, butterflies, and weather patterns. When a snake appeared, he reassured the children by explaining that local snakes were harmless if left undisturbed.

QUESTION 5.

14. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space. [4]
Example: The road northwards through Tanganyika was narrow and often deeply rutted. And once I (0) _____ (see) a very large brown cobra.

Answer: saw

It (1) _____ (glide) slowly over the ruts in the road ahead of me. It was seven or eight feet long and (2) _____ (hold) its flat spoon-shaped head six inches up in the air. I (3) _____ (stop) the car smartly so as not (4) _____ (run) over it. To be truthful, I was so (5) _____ (frighten), I (6) _____ (go) quickly into reverse and (7) _____ (keep) backing away. The fearsome thing (8) _____ (disappear) into the undergrowth.

Ans :

1. was gliding
   'Past continuous tense' (was/were + verb-ing) is used for actions in progress at a specific past moment. The sentence describes the cobra's ongoing movement, making 'was gliding' the only correct form here.
2. holding
   The present participle 'holding' maintains parallel structure with 'gliding' in the same continuous action. The cobra was simultaneously doing both actions, so 'holding' correctly continues the past continuous description.
3. stopped
   'Simple past tense' is used for a sudden, completed action at a definite past moment. The adverb 'smartly' signals a quick, decisive response, confirming that 'stopped' is the correct simple past form here.
4. to run
   'So as not to' is a fixed grammatical structure always followed by an infinitive to express the purpose of avoiding something. No other form — 'running' or 'ran' — can follow this construction correctly.
5. frightened
   After 'was so', a past participle adjective is required to describe the narrator's emotional state. 'Frightened' describes the person feeling fear, whereas 'frightening' would describe the cobra as the cause of fear.
6. went
   'Simple past tense' is used for an immediate completed reaction in the past. Going into reverse was a direct, instantaneous response to fear, making 'went' the only grammatically correct choice in this context.
7. kept
   'Keep + gerund' is the correct structure to express a sustained or repeated activity. 'Kept backing away' describes a continuous retreat in the past, and 'kept' is the simple past form of 'keep.'
8. disappeared
   'Simple past tense' indicates a single completed action with a clear endpoint. The cobra's movement into the undergrowth is a definite finished event, making 'disappeared' the correct and only appropriate form here.

15. Fill in the blanks with appropriate words. [4]

(a) He acted according _____ my instructions.
(b) They scaled up the wall _____ means of a rope.
(c) Gina has a passion _____ music.
(d) Father patted Jai _____ his back for his good results.
(e) I have not seen Sonia _____ last May.
(f) They worked _____ the night to complete the project on time.
(g) Ms. Sharma refused to buy a new car because the cost was _____ her means.
(h) Saif knew nothing about the event since it had happened _____ he was born.

Ans :

(a) to
'According to' is a fixed prepositional phrase meaning 'in accordance with.' It always takes 'to' after it and cannot be used with any other preposition.
(b) by
'By means of' is a fixed expression meaning 'using a particular method or instrument.' It indicates the manner or method through which something is done.
(c) for
'Passion for' is the correct fixed collocation in English. The preposition 'for' always follows 'passion' when expressing a strong enthusiasm or love for something.
(d) on
'Pat on the back' is a fixed idiomatic expression meaning to praise or congratulate someone. 'On' is always used with 'pat' in this context and cannot be replaced by any other preposition.
(e) since
'Since' is used with the present perfect tense to indicate a specific point in time from which an action has continued. 'Last May' is a definite past point, making 'since' the only correct choice here.

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(f) through
'Through the night' means continuously from the beginning to the end of the night without stopping. 'Through' expresses uninterrupted duration covering an entire period from start to finish.

(g) beyond
'Beyond one's means' is a fixed idiomatic expression meaning something is too expensive to afford. It indicates that the cost exceeds what a person can financially manage or sustain.

(h) before
'Before' indicates that one event happened earlier than another in time. Since the event occurred prior to Saif's birth, 'before' correctly establishes this chronological relationship between the two events.

16. Choose the correct option to make one complete sentence without using and, but or so. [4]

1. He picked up the bundle. He walked away.
   (a) He picked up the bundle and walked away.
   (b) Packing up the bundle, he walked away.
   (c) Picking up the bundle, he walked away.
   (d) He walked away by picking up the bundle.
2. Ravi is not a technician. Ravi is not a musician.
   (a) Ravi is both a technician also a musician.
   (b) Ravi is neither a technician nor a musician.
   (c) Besides not being a technician, Ravi is a musician.
   (d) Ravi is not a musician but a technician.
3. Tanya is extremely polite. We like her.
   (a) Tanya is extremely polite but we like her.
   (b) We like Tanya despite her being extremely polite.
   (c) Tanya's extremely polite ways make us like her.
   (d) We like Tanya because she is extremely polite.
4. The construction started on time. It was delayed due to the bad weather.
   (a) Although the construction started on time, it was delayed due to the bad weather.
   (b) Since the construction started on time, it was delayed due to the bad weather.
   (c) The construction started on time, so it was delayed due to the bad weather.
   (d) The construction started on time, as well as got delayed due to the bad weather.

Ans :

1. (c) Picking up the bundle, he walked away.
'Picking up' is a present participle that combines two sequential actions into one sentence without using 'and.' Option (b) is wrong as 'packing' changes the meaning, and (d) reverses the logical sequence of actions.
2. (b) Ravi is neither a technician nor a musician.
'Neither...nor' is the correct correlative conjunction used to negate two things simultaneously. Option (a) incorrectly uses 'both...also', option (c) contradicts the original meaning, and option (d) uses 'but' which is prohibited.
3. (d) We like Tanya because she is extremely polite.
'Because' correctly expresses a cause-and-effect relationship — politeness is the reason for liking her. Option (b) is incorrect as 'despite' implies contrast, and option (c) awkwardly restructures the sentence, distorting its natural meaning.
4. (a) Although the construction started on time, it was delayed due to the bad weather.
'Although' is a subordinating conjunction that expresses contrast between two opposing ideas — starting on time yet getting delayed. Option (b) is wrong as 'since' implies cause, and option (c) uses the prohibited word 'so.'

17. Choose the correct option and rewrite the sentence according to the instruction given after each. [8]

1. Samudragupta was one of the greatest of the Indian kings.
   (End with: ...Samudragupta.)
   (a) No other king is as great as Samudragupta.
   (b) All other kings are greater than Samudragupta.
   (c) Very few Indian kings were as great as Samudragupta.
   (d) Some Indian kings are greatest as Samudragupta.
2. One should keep one's promises.
   (Begin with: Promises ...)
   (a) Promises should keep one.
   (b) One's promises are not meant to be kept.
   (c) Promises should be kept.
   (d) Promises are one's to keep.

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3. He said, "I have passed the examination."
(Begin: He said that.....)
(a) He said that he had passed the examination.
(b) He said that he passed the examination.
(c) He said that he has passed the examination.
(d) He said that he will pass the examination.
4. He finished his exercise and put his books away.
(Begin: Having .....)
(a) Having his books put away, he exercised.
(b) Having put his books away, he finished his exercise.
(c) Having finished his exercise, he put his books away.
(d) Having to finish his exercise, he put his books away.
5. Unless she practises every day, she will not be able to meet her goal.
(Begin with: If...)
(a) If she practises every day, she will be able to meet her goal.
(b) If she practises every day, she will not be able to meet her goal.
(c) If she does not practise every day, her goal will be met.
(d) If she practises every day, her goal will not be met.
6. Rashmi was too late to hear the first speech.
(Use: ...so...that...)
(a) Rashmi was so late for the first speech.
(b) Rashmi was so late that she could hear the first speech.
(c) Rashmi is so late that she cannot hear the first speech.
(d) Rashmi was so late that she could not hear the first speech.
7. There is a slight difference between the two shades.
(Use: 'different')
(a) The slight difference is between two shades.
(b) The two shades are slightly different.
(c) The slightly different shades are between two.
(d) The two different shades are slightly different.
8. Dr. Shetty is a professor and a research scientist.
(Begin with: Not only.....)
(a) Not only was Dr. Shetty a professor but also a research scientist.
(b) Not only is Dr. Shetty a professor as well as a research scientist.
(c) Dr. Shetty is both a professor and research scientist.
(d) Not only is Dr. Shetty a professor but also a research scientist.

Ans :

1. (c) Very few Indian kings were as great as Samudragupta.
'One of the greatest' is a superlative degree sentence. When converting to comparative degree ending with the subject's name, 'very few...as great as' is the correct structure. Option (a) fails as it uses present tense incorrectly.
2. (c) Promises should be kept.
The active voice sentence 'one should keep promises' converts to passive voice as 'promises should be kept.' The agent 'one' is dropped as it is indefinite, and the object 'promises' becomes the subject of the passive sentence.
3. (a) He said that he had passed the examination.
In indirect speech, when the reporting verb 'said' is in past tense, the present perfect 'have passed' shifts back to past perfect 'had passed.' This is the rule of 'backshift of tenses' in reported speech.
4. (c) Having finished his exercise, he put his books away.
'Having + past participle' is used to show that one action was completed before another began. Since finishing the exercise came first, 'having finished' correctly precedes 'put his books away' maintaining the original sequence.
5. (a) If she practises every day, she will be able to meet her goal.
'Unless' means 'if not.' When converting, the negative condition becomes a positive 'if' clause, and the negative result becomes positive. 'Unless she practises' correctly becomes 'if she practises' with the result changing accordingly.

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6. (d) Rashmi was so late that she could not hear the first speech.
'Too...to' converts to 'so...that...cannot/could not.' Since the original sentence uses past tense and implies inability, 'was so late that she could not' correctly preserves both the tense and the negative meaning.
7. (b) The two shades are slightly different.
The noun 'difference' is replaced by the adjective 'different' to restructure the sentence. 'Slight' becomes the adverb 'slightly' modifying 'different.' The meaning — a minor variation between two shades — is fully preserved.
8. (d) Not only is Dr. Shetty a professor but also a research scientist.
'Not only...but also' is a correlative conjunction requiring subject-verb inversion after 'not only.' Option (a) incorrectly uses past tense 'was', and option (b) omits 'but also', making only option (d) grammatically complete and correct.

END

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ICSE EXAMINATION PAPER 2025
ENGLISH LANGUAGE
ENGLISH PAPER - 1

Time allowed : 2 Hours **Maximum marks : 80**

1. Answer to this Paper must be written on the paper provided separately.
2. You will not be allowed to write during the first 15 minutes.
3. This time is to be spent in reading the question paper.
4. The time given at the head of this Paper is the time allowed for writing the answers.
5. Attempt all five questions
6. The intended marks for questions or parts of questions are given in brackets [ ].
7. You are advised to spend not more than 30 minutes in answering Question 1 and 20 minutes in answering Question 2.

QUESTION 1.

(Do not spend more than 30 minutes on this question.)

Write a composition (300 – 350 words) on any one of the following: [20]

1. Write an original short story in which a poor tailor wins an award which changes his/her life.

Ans :

The Golden Thread

Raju was a poor tailor who lived in a small village near a busy city. Every day, from morning until night, he sat in his tiny workshop with just one sewing machine. He fixed torn clothes and stitched simple outfits for the villagers. Although he did not earn much money, he never refused anyone who could not pay. Often, people would give him small amounts of cash or sometimes fresh vegetables or fruits instead of money.

One day, a traveling merchant came to Raju's shop and saw how neatly Raju had repaired a coat. The merchant was very impressed and asked Raju about his work. After learning that Raju made all his designs by hand, the merchant advised him to join a big tailoring competition in the city. At first, Raju was unsure, because he had never competed before, and he thought that a poor tailor could not do as well as the famous city tailors. But the merchant encouraged him, so Raju decided to try.

Raju carefully made a beautiful wedding gown from simple white cloth, decorating it with fine embroidery. As he worked, every stitch carried his hopes for a better life. When the competition day came, Raju saw many grand and expensive clothes made by big designers. Even though his own gown looked plain in comparison, it had a simple beauty and showed great skill.

Much to everyone's surprise, Raju won the top prize. The judges loved how carefully he had sewn the dress and could feel the heart he put into it. With the prize money and new fame, Raju made his workshop bigger, bought better machines, and hired two helpers from his village. Soon, many people from the city and other places began ordering clothes from him. He also repaired his small house and paid for his children's schooling.

That one competition changed Raju's life. Still, he never forgot his roots. He continued to fix clothes for the villagers at low cost or even for free when they could not pay. In every piece of clothing he made, people could feel his kindness. This showed that true skill is not just about talent, but also about having a generous heart and believing in one's dreams.

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2. Your friends once played a harmless prank on you. Give an account of what happened, your response to the prank and what you learnt from the experience.

Ans :

A Harmless Prank

I clearly remember the day my friends played a funny trick on me. It was a bright Saturday afternoon, and we were at my house celebrating the end of our final exams. Without my knowledge, they had planned a prank: they told me that our favorite actor was filming at the local sports stadium and that if I wanted an autograph, I had to get there right away.

I was so excited that I rushed out of the house, my heart beating fast. My friends followed me, trying hard not to laugh. When we arrived at the stadium, I found it completely empty. I searched everywhere, but there were no cameras, no lights, and definitely no famous actor. Suddenly, my friends burst into laughter and admitted it was all a joke. At first, I felt embarrassed and a bit annoyed.

Before long, though, I joined in their laughter. They meant no harm; they just wanted to make our weekend more fun. We ended up playing football on the empty field, enjoying the space and joking about how easily I was fooled. By the end of the day, all my annoyance had vanished, and I felt thankful for having such entertaining friends.

From this experience, I learned two key lessons. First, a sense of humor can ease almost any awkward moment, turning it into something we can laugh about together. Second, I realized I should be a bit more careful and not believe everything instantly. In the end, the prank reminded me just how strong our friendship is and how laughter can bring people closer.

3. Describe what you see and hear as you move about the corridors and compound during your school break time. How does the scene change after the bell rings?

Ans :

Sights and Sounds at School Break Time

The moment the bell rings for our school break, the whole place springs to life. I step out of my classroom and see students rushing in every direction. Some head straight to the canteen for a quick snack, while others make their way to the basketball court. The hallways are filled with lively chatter—friends calling out to each other, talking about new movies or the next chemistry test.

As I walk down the corridor, I pass brightly colored posters on the walls. They advertise different events, like a charity drive, a drama club show, and the yearly sports meet. Inside the canteen, students line up for packets of chips or hot tea. The smell of samosas and freshly made sandwiches drifts through the air, mixing with the sounds of laughter. Nearby, a small group of juniors gathers around someone showing off a new dance step. They giggle and clap at every move.

Stepping outside, the school grounds are just as energetic. Some students play soccer in one corner, while in another area, badminton players send the shuttlecock flying back and forth. Under the shade of tall trees, a few friends sit quietly on benches, sipping water or looking through their notebooks. The field echoes with shouts of encouragement, cheers of victory, and a steady buzz of voices.

Suddenly, the bell rings again, and everything changes. The loud chatter fades, and everyone walks calmly to their classrooms. The once-crowded corridors empty in seconds. The canteen staff clears up, and the playground becomes almost silent, except for a few lingering footsteps or whispered words. In no time at all, order returns, and classes begin once more, as if the bright, noisy break was just a short pause in the day's schedule.

4. "More collaboration, less competition is the need of the hour."
Express your views either for or against this statement.

Ans :

More Collaboration, Less Competition Is the Need of the Hour

For the Motion :

I strongly believe that in today's connected world, working together is more important than constantly competing. Although some competition can encourage fresh ideas, it can also create rivalry and isolation if it goes too far. In contrast, collaboration allows us to combine our resources, skills, and ideas to solve problems faster and better.

First, when people collaborate, they share expertise. In our rapidly changing global economy, no single person or company can have all the knowledge needed to succeed. By teaming up, individuals with different strengths can learn from each other. For example, when scientists from different countries join forces on a research project, they add to each other's findings, avoid repeating the same work, and make quicker, more meaningful discoveries for the benefit of everyone.

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Second, teamwork encourages creativity. Working together brings in new perspectives and helpful feedback, which spark original ideas. In a classroom, group projects often achieve better results than individual work because students can combine their talents and solve problems together.

Third, focusing on cooperation rather than competition can reduce stress and burnout. Too much competition often creates a tense atmosphere where people focus only on personal success rather than helping each other. This can lead to anxiety and strained relationships. On the other hand, a supportive, team-based environment lets people share workloads, learn from mistakes, and celebrate victories as a group.

Of course, this does not mean we should eliminate competition completely. A reasonable level of competition can push us to aim higher. Still, the greatest progress happens when we pool our abilities to tackle challenges together. By finding the right balance—trying our best while also lifting each other up—we can build a more inclusive and successful future. In our increasingly interconnected world, "more collaboration and less competition" truly feels like the way forward.

5. Study the picture given below. Write a story or a description or an account of what it suggests to you. Your composition may be about the subject of the picture, or you may take suggestions from it; however, there must be a clear connection between the picture and your composition.

Ans :

A Picture of Harvest and Harmony

In the photo, three people are standing in a lush field of green plants, picking purple brinjals and placing them into a bright green basket. Even though I cannot hear them, I can tell they are happy from their laughter and friendly smiles. There is a woman in a pink and orange sari dropping another brinjal into the basket, a young man steadying it for her, and a small child, likely a helper or younger sibling, peeking from behind the leaves with excitement in his eyes.

Looking closer, you can see a simple hut in the background and dirt paths winding through the fields. Despite having few possessions, they seem to belong here, content with their work. Each brinjal they pick is not just food but a sign of hope, patience, and teamwork with the land. You can almost feel the warm midday sun, smell the freshly turned soil, and hear the soft rustling of leaves as they move between the rows.

This image makes us think about the true meaning of a harvest. It is not only about picking crops; it is also about working together as a family and a community. People who farm together build strong bonds. They share laughter, stories, and dreams for the future. In doing so, the harvest brings everyone closer and shows that when we pool our efforts, even hard work becomes enjoyable.

In a world that often moves too fast, this peaceful rural scene offers a lesson: true happiness can come from simple things, like gathering vegetables under a warm sun. Through honest work, people deepen their friendships and learn that real riches come not just from what we grow, but from what we share with each other in our hearts.

QUESTION 2.

(Do not spend more than 20 minutes on this question.) [10]

Select any one of the following:

a. Your grandmother has taught you a special skill. Write a letter thanking her. Explain how you will use that skill and why it is important to you.

Ans :

45, Green Park Lane
Sunrise City
2nd April 2025
Dear Grandma,

I hope you are doing well and staying happy. I want to thank you for teaching me how to knit last month. Sitting beside you and watching your hands move the knitting needles so gracefully was a wonderful experience. Now that I know the basics, I realize how peaceful and enjoyable knitting can be.

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I plan to use this new skill to make simple scarves and hats for people at our local shelter. Knitting is a great way to relax after a long day at college, and it also lets me do something meaningful for others.

Thank you so much, Grandma, for sharing this special skill with me. Through knitting, you have taught me about patience, creativity, and the happiness that comes from helping others.

With love and gratitude,
Your Grandson

Vinod

7. There is no bus stop in your locality. Write a letter to the Municipal Commissioner of your town/city complaining about the problem. Offer possible solutions.

Ans :

42, Maple Drive
Brighton Colony
Sunrise City – 123456
2nd April, 2025
The Municipal Commissioner
Sunrise City Municipal Corporation
Sunrise City – 123456
Dear Sir/Madam,
Subject : Request for a Bus Stop in Brighton Colony.

I am writing to share the problems faced by the people of Brighton Colony because there is no proper bus stop in our area. Our population is growing, with many students, working adults, and older residents who all need a convenient bus stop. Unfortunately, the nearest one is almost two kilometers away.

This long distance is especially hard for elderly people and those who must travel every day. It often causes them to miss buses or pay for expensive transport. If a bus stop could be placed in a central location, like near the Brighton Colony Community Hall, it would save time and ease traffic issues for everyone.

I kindly ask you to consider setting up a bus stop in our area. Your quick action and support will be a great help to our community.

Yours faithfully,
Abhishek Sharma

QUESTION 3.

8. Your school is hosting an Inter School Story Writing Competition. Write a notice informing the students about the event. [5]

Ans :

NOTICE

ABC School, Newtown

Inter School Story Writing Competition

Date: 4th April, 2025
All students are informed that our school is hosting an 'Inter School Story Writing Competition' on 15th April 2025 in the school auditorium. Students from Classes VI to XII are welcome to participate.
Topic : "Adventures in a Magical World"
Time : 10:00 am to 1:00 pm
Venue : School Auditorium
Registration : Submit your names to your English teacher by 10th April 2025.
Winners will receive certificates and exciting prizes. For any questions, please contact the Literary Club in Room 12.
Signed
Rahul Kumar
Literary Club Secretary

9. Write an email to a famous person inviting him/her to be the Judge on the occasion. [5]

Ans :

To	abc@gmail.com
Subject	Invitation to Judge Our Inter-School Story Writing Competition

Dear Ms. Ananya Sen,
I hope you are doing well. I am writing on behalf of Sunrise Public School, New Delhi, where we are hosting an Inter-School Story Writing Competition on 20th April 2025. It would be an honor for us if you could be the judge for this event.
Our competition will be held in the School Auditorium from 10:00 a.m. to 1:00 p.m. We believe your achievements in literature will greatly inspire our students, and your presence would make the event truly memorable.
We understand you have a busy schedule, but we would be delighted if you could spare some time to guide our budding writers. Kindly let us know if you can accept our invitation at your earliest convenience.
Thank you for your kind consideration. We look forward to your positive response.
Warm regards,
Rohan Gupta
Secretary, Literary Club
Sunrise Public School, New Delhi
Contact: 98765xxxx

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QUESTION 4.

Read the following passage carefully and answer the questions that follow:

A little later, when he went to the pump to wash, he saw the school children pouring by with their satchels across their shoulders. They all wore the same clothes – grey shorts or skirts and light blue shirts or blouses – faded and mended, and they all had their hair oiled and combed down very flat. Some went by in laughing, racing groups, others had to be led by their mothers or grandparents to the school building. This reminded him of his sisters in the village.

The boys in the kitchen now looked at him with less hostility. Jagu seemed pleased with Hari too, and sometimes handed him a glass of tea in the middle of the day. When he had a few moments to spare, Jagu sat down at one of the long wooden tables, drummed loudly on it and sang a song in a dialect Hari did not know. When he caught Hari listening and smiling, he smiled back. Then Hari knew that he too had a village somewhere that he called home. It was just that he was a silent, hardworking, worried man and had no time and no gift for speech.

It was the watch mender, Mr. Panwallah, who was truly a benefactor, the kindest and most helpful of all. One afternoon, during those hot, still hours when there were no customers for a change, Hari was standing in front of the eating house, idly watching the traffic because he was too tired to do anything else, and Mr. Panwallah called to him to come and sit beside him on the bench behind the counter in his shop.

"Want to help?" he asked. "Want to learn how to make a clock tick? I'm just going to open this big grandfather clock sent to me for repair – you'll be able to see the workings plain. Don't often get a piece like this anymore – wall clocks, yes, and electronic gadgets – but you don't often come upon a grandfather clock like this. It's a real piece of luck, being able to show you one of this size. Look," he said, swinging open the door at the back and revealing the machinery to a fascinated Hari who felt as if the door had opened into a new and strange house. Mr. Panwallah showed Hari what was wrong with it, what had made it stop. "Interesting, isn't it? How would you like to learn? Tell you what – I'll take you on as an apprentice. You don't have much to do between two and four, do you? Of course you will have to ask Jagu first. I can pay you a little, not much, and you can help me for two hours a day. Perhaps I can make a watch mender of you."

–Village by the Sea by Anita Desai

10. For each word given below choose the correct meaning (as used in the passage) from the options provided: [2]

1. satchels (line 2)
   (a) snatching
   (b) scarves
   (c) school bags
   (d) sweaters
2. spare (line 10)
   (a) share
   (b) offer
   (c) thin
   (d) extra

Ans :

1. (c) school bags
   In the passage, the children are described as carrying satchels over their shoulders while going to school. This context clearly indicates that a "satchel" is a type of bag used to carry books and other school items. Therefore, "satchels" here specifically refers to school bags.
2. (d) extra
   When the passage states that Jagu hands Hari tea "when he had a few moments to spare," it shows Jagu making time available from his busy schedule. Here, "spare" means "extra" or "free," indicating that the free moments are not already committed to other tasks.

11. Which word in the passage is the opposite of 'closed'? [1]

(a) behind
(b) fascinated
(c) opened
(d) revealing

Ans :

(c) opened
In the passage, Mr. Panwallah "swings open the door" of the grandfather clock, which is the opposite action of "closing" it. "Opened" contrasts directly with "closed" because it involves moving something so it is no longer shut. Hence, "opened" is the word that means the opposite of "closed."

12. Answer the following questions briefly in your own words:

(a) How were the school children dressed? [2]
(b) In what way was Jagu kind to Hari? [2]

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(c) What did the song tell Hari about Jagu? [2]

(d) Which sentence in the passage tells us that Jagu was not a talkative man? [2]

(e) Why were there no customers at that time of the day? [1]

Ans :

(a) They wore identical uniforms consisting of grey shorts or skirts with light blue shirts or blouses. All of them had their hair oiled and combed flat.

(b) Jagu showed kindness by giving Hari tea in the middle of the day and by generally treating him with less hostility, letting Hari know he was not alone.

(c) Hari realized that Jagu must also have a village he called home. Jagu's song showed he was a simple, hardworking man who had worries and little time for conversation, but shared Hari's rural background and experiences.

(d) The sentence is: "It was just that he was a silent, hardworking, worried man and had no time and no gift for speech."

(e) It was a hot and still period in the afternoon when customers rarely visited, so the shop was quiet.

13. In not more than 50 words describe how Mr. Panwallah introduced Hari to watch mending. [8]

Ans :

During a quiet afternoon with no customers, Mr. Panwallah called Hari over to watch him open a grandfather clock. He explained what caused it to stop and taught Hari about its inner workings. Impressed by Hari's interest, he offered to pay him a little and train him as an apprentice.

QUESTION 5.

14. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.

Example : One day we (0) ..... (lift) the box up.

Answer : (0) lifted

We (1) ..... (find) a dead mouse (2) ..... (lie) among our treasures. It (3) ..... (be) an exciting discovery. A boy took it up by its tail and (4) ..... (wave) it in front of our faces.

"What shall we do with him?" he (5) ..... (cry).

"It stinks," someone (6) ..... (shout).

"Throw it out of the window quick!"

He (7) ..... (hesitate). They all (8) ..... (look) at me.

Ans :

1. found
   "Found" is the simple past tense of "find." This indicates a completed action in the past, showing that the speaker and others discovered the mouse at that specific moment. Since the entire passage is narrated in the past, "found" fits the timeline and highlights the event of discovery.
2. lying
   "Lying" is the present participle of "lie," used here to describe the mouse's continuous position among the treasures. It functions like an adjective, painting a picture of the mouse as it was found. This form conveys that the mouse remained there in that state when the speakers discovered it.
3. was
   "Was" is the simple past tense of the verb "be," linking "It" (the discovery) to the description "exciting." This choice emphasizes that the excitement occurred in a past moment. The use of "was" continues the past narration, telling readers how the characters perceived this discovery at that time.
4. waved
   "Waved" is the simple past tense of "wave." It describes the boy's action of moving the mouse by its tail once the discovery was made. By using the past tense, the text remains consistent in telling what happened at that specific moment, reinforcing the story's chronological flow.
5. cried
   "Cried" is the simple past tense of "cry." It expresses the boy's exclamation or outburst at finding the dead mouse. Since this is a story of past events, "cried" fits the narrative style and timeframe, showing he loudly voiced his reaction in that moment.
6. shouted
   "Shouted" is the simple past tense of "shout," indicating another person's loud response to the foul smell. Again, the passage describes a past scene, so the use of the simple past keeps the narrative consistent. It underscores the immediate alarm or disgust someone felt upon seeing the dead mouse.
7. hesitated

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"Hesitated" is the simple past tense of "hesitate," describing the boy's brief pause and uncertainty. This verb suggests he was unsure or momentarily stuck on what to do next. The continued use of simple past tense maintains the flow of recounting these actions as part of a past sequence.

8. looked
"Looked" is the simple past tense of "look," showing how everyone directed their attention to the narrator. The word signals a completed action that happened right then, staying consistent with the story's past setting. It emphasizes the group's collective reaction at that point in time.

15. Fill in the blanks with appropriate words. [4]

(a) My best friend, John is named ..... his grandfather.
(b) A grey mist hung ..... the fields.
(c) The little girl spoke ..... against the bully.
(d) They accused him ..... theft.
(e) The police got the fire ..... control.
(f) There is a bridge ..... the river.
(g) The driver jumped ..... the car.
(h) I have not seen my uncle ..... last summer.

Ans :

(a) after
"After" is used here to show John's name was given in honor of or in resemblance to his grandfather's name. In English, when someone shares the name of an older relative or important person, we say they are "named after" that person, reflecting a family tradition or special tribute.

(b) over
"Over" means above or covering an area. Here, the sentence describes the mist as lying in the air above the fields, creating a hazy atmosphere. Using "over" paints a picture of something hanging or spreading out across a surface from a higher position.

(c) out
"Spoke out" is a phrasal verb meaning to speak openly or boldly about something. In this context, the girl openly protested or criticized the bully's actions. Using "out" emphasizes her courage and willingness to make her voice heard in a public or clear manner.

(d) of
When someone is charged with or blamed for a crime or wrongdoing, we use "accused of." The word "of" identifies the specific offence or reason for the accusation. Thus, "They accused him of theft" means they believed or claimed he committed the act of stealing.

(e) under
"Under control" is a common phrase meaning the situation is managed or contained. In this sentence, it implies that the fire, which was dangerous, is now managed and no longer spreading wildly. "Under" here works with "control" to show mastery or containment of the problem.

(f) across
"Across" indicates something spanning from one side to the other side of a space or area. Here, the bridge connects the two riverbanks. Using "across" helps the reader picture a structure stretching from one point on the river's edge directly to the opposite side.

(g) out of
"Out of" is the correct phrase to describe someone exiting a vehicle or enclosed space. It shows movement from inside the car to the outside. "Out of" can suggest a quick or urgent action, which fits the scenario of a driver jumping out.

(h) since
"Since" indicates a starting point of time that continues until now. In this context, it means the speaker last saw their uncle in the previous summer, and that absence continues up to the present moment. "Since" is used with the present perfect tense to mark that period.

16. Choose the correct option to make one complete sentence **without using and**, **but** or **so**. [4]

1. These are fresh mangoes. I bought them yesterday.
   (a) These are fresh mangoes which I bought yesterday.
   (b) These mangoes were fresher when I bought them yesterday.
   (c) These are fresh mangoes which were bought yesterday.
   (d) These are fresh mangoes brought by me yesterday.

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2. The debating teams were very happy. They were declared joint champions.
   (a) The debating teams were very happy as they have been declared joint champions.
   (b) The debating teams are very happy as they are declared joint champions.
   (c) The debating teams were very happy as they had been declared joint champions.
   (d) The debating teams will be very happy as they will be declared joint champions.
3. The rain came down. All the people ran away.
   (a) When the rain came down, all the people ran away
   (b) When it rained, the people ran away.
   (c) The rain had come down all the people ran away
   (d) The rain having come, all the people ran away.
4. The disciple was wise. The teacher did not trust him.
   (a) Although the disciple was wise yet the teacher trusted him.
   (b) Although the disciple was not wise the teacher trusted him.
   (c) Although the disciple is wise, the teacher trusted him.
   (d) Although the disciple was wise, the teacher did not trust him.

Ans :

1. (a) These are fresh mangoes which I bought yesterday.
   Option (a) clearly connects the two ideas by using "which I bought yesterday." This shows both that the mangoes are fresh and that the speaker is the one who purchased them. The other options either change the meaning (e.g., talking about "fresher") or don't make the connection as clear.
2. (c) The debating teams were very happy as they had been declared joint champions.
   Option (c) uses the past perfect tense "had been declared," showing the announcement happened before they felt happy. This sequence preserves the original meaning: first, the teams were declared joint champions, and then they became very happy. The other options use different tenses that don't match the sequence as neatly.
3. (a) When the rain came down, all the people ran away
   Option (a) naturally connects the two ideas: the rain falling caused the people to run. The phrase "When the rain came down" sets the condition or timing, and the second part "all the people ran away" is the result. This preserves the sense of immediate cause and effect from the original statements.
4. (d) Although the disciple was wise, the teacher did not trust him.
   Option (d) properly shows the contrast: despite the disciple's wisdom, the teacher still lacked trust. "Although the disciple was wise" indicates a positive quality, while "the teacher did not trust him" sets up a surprising or opposite outcome. This choice stays true to the original meaning of the sentences.

11. Choose the correct option and rewrite the sentence according to the instruction given after each [8]

1. The teacher said, "Come early tomorrow, the examination begins at eight o'clock."
   (Begin: The teacher told us to .....)
   (a) The teacher told us to come early the next day as the examination would begin at eight o'clock.
   (b) The teacher told us to come early tomorrow as the examination begins at eight o'clock.
   (c) The teacher told us the examination will begin at eight o'clock so come early tomorrow.
   (d) The teacher told us to come by eight o'clock as the examination will begin early the next day.
2. Rahul not only plays the guitar but also the drums.
   (Use: 'as well as')
   (a) Rahul plays the guitar as well as the drums.
   (b) Rahul plays the guitar as well the drums.
   (c) Rahul plays the guitar as well as he does the drums.
   (d) Rahul play's the guitar and the drums as well.
3. She said she would not be available.
   (Add a question tag)
   (a) Didn't she say that she would not be available?
   (b) She said she would not be available, did she?
   (c) She said she would not be available, didn't she?
   (d) She said she would not be available, wouldn't she?

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4. This is the most beautiful painting in the exhibition.
   (Begin: No other…..)
   (a) No other painting is as beautiful as this exhibition.
   (b) No other painting in this exhibition is beautiful.
   (c) No other painting is beautiful as this painting in the exhibition.
   (d) No other painting in the exhibition is as beautiful as this one.
5. I prefer aerobics to yoga.
   (Use: 'rather')
   (a) I would rather do aerobics to yoga.
   (b) I would rather do aerobics than yoga.
   (c) I would rather prefer aerobics than yoga.
   (d) I would rather do yoga than aerobics.
6. The coach taught the children the rules of the game.
   (Begin: The rules……)
   (a) The rules have being taught by the coach to the children.
   (b) The rules of the game have been taught by the children to the coach.
   (c) The rules of the game is taught by the coach to the children.
   (d) The rules of the game were taught by the coach to the children.
7. No sooner did the film star arrive than the crowd cheered.
   (Begin: As soon as……)
   (a) As soon as the film star arrived then the crowd cheered.
   (b) As soon as the film star arrives the crowd starts cheering.
   (c) As soon as the crowd cheers the film star arrives.
   (d) As soon as the film star arrived the crowd cheered.
8. School bags are often too heavy for students to carry.
   (Use: 'so')
   (a) School bags are so heavy students cannot carry them.
   (b) School bags are often so heavy that students cannot carry them.
   (c) School bags are often so heavy for students to carry.
   (d) School bags are heavy so students cannot carry them.

Ans :

1. (a) The teacher told us to come early the next day as the examination would begin at eight o'clock.
   When changing direct speech to indirect speech, "tomorrow" becomes "the next day," and "begins" becomes "would begin." Option (a) correctly reflects these shifts. It also uses "told us to come early" for the command. The other options either keep "tomorrow" unchanged or alter the meaning.
2. (a) Rahul plays the guitar as well as the drums.
   The phrase "as well as" is used to list two things someone does or has. Option (a) correctly and simply states that Rahul plays both instruments. The other options either leave out a word ("as") or add extra words that change the sentence structure in a confusing way.
3. (c) She said she would not be available, didn't she?
   A question tag is a short question added to the end of a statement. The main clause is in the simple past ("She said"), so the appropriate question tag is "didn't she?" Option (c) correctly places the comma before the tag and uses the matching verb tense.
4. (d) No other painting in the exhibition is as beautiful as this one.
   To transform a superlative into a comparative form, we say "No other painting in the exhibition is as beautiful as this one." Option (d) correctly sets up a comparison with all other paintings. The other options either leave out key words or incorrectly modify "exhibition" instead of "painting."
5. (b) I would rather do aerobics than yoga.
   To express preference with "rather," we typically say "I would rather do [X] than [Y]." Option (b) uses the correct structure: "rather … than." Options (a) and (c) use incorrect wording ("to" instead of "than" or "prefer" plus "rather"), and option (d) reverses the meaning.
6. (d) The rules of the game were taught by the coach to the children.
   We need a passive voice in the past tense: "were taught." Option (d) correctly places the object "The rules of the game" at the start, uses "were taught" for the past tense, and identifies the agent "by the coach." The other options misuse tense or switch the subject/object.

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7. (d) As soon as the film star arrived the crowd cheered.
   We use "As soon as" to show one event happening immediately after another in the past. Option (d) correctly matches the tense and order: first the film star arrived, then the crowd cheered. Other options either change the tense (arrives) or use "then," which is unnecessary.
8. (b) School bags are often so heavy that students cannot carry them.
   When rewriting "too heavy" using "so," we usually say "so heavy that … cannot." Option (b) is correct because it keeps "often," uses "so heavy," and provides the necessary result ("that students cannot carry them"). The others either leave out "that" or alter the meaning.

END

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CHAPTER 1

COMPOSITION

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INTRODUCTION

When preparing for the composition question in your English Language exam, you will usually have a choice of five topics-these typically include descriptive, narrative, argumentative, reflective, and story-based prompts, along with a picture option. This section is especially important because the examiner's first impression of your language skills often depends on how effectively you plan, structure, and present your ideas. Many students lose marks here due to a lack of clarity or coherence. By paying attention to plot or idea, vocabulary, grammar and punctuation, the quality of your language, logical flow, and overall presentation, you can do well in this part and showcase your writing ability confidently.

IMPORTANT GUIDELINES

Before you begin your composition, it is essential to follow certain guidelines that will help you express your ideas clearly, maintain the reader's interest, and produce a polished final piece of writing. The guidelines below have been carefully laid out to ensure coherence, accuracy, and creativity in your work :

1. **Giving Your Essay a Title (Optional)** : It is generally helpful to provide a title to your composition because it sets the tone for what follows. However, this is not compulsory. Even a simple, well-presented plot can leave a strong impression on the examiner.
2. **Use Simple Language** : Choose words that flow naturally, so the reader's attention remains on your ideas. This approach helps you communicate clearly and also makes your composition more enjoyable to read.
3. **Selecting Your Topic** : In most cases, you can choose from narrative, descriptive, reflective, argumentative, story-based, or picture-based prompts. Pick a topic that you feel confident about or find interesting. This often leads to a more engaging composition.
4. **Writing Narrative, Descriptive, and Reflective Essays** : These essay types allow greater freedom of thought and expression. You can let your imagination flow and use a style that feels comfortable. Focus on painting vivid pictures and sharing genuine insights, whether you are describing a scene, sharing personal reflections, or recounting events.
5. **Approaching Argumentative Essays** : If you decide to write an argumentative essay, be very clear about your stance. Present your points logically, backing them up with real-life examples wherever possible. Place each major point in its own paragraph to avoid repetition and give each argument the space it deserves.
6. **Handling Story-Based Compositions** : When writing a story, ensure you can develop your plot and characters effectively. Dialogues should fit naturally, and the story should build toward a clear climax. Detailed, believable descriptions of people and events will help engage the reader's imagination.
7. **Tackling Picture Compositions** : A picture-based composition can be both challenging and rewarding. You can interpret the given image in many ways, allowing creativity to shine. However, ensure that your interpretation follows a logical path. If your ideas are well-connected and clearly presented, you can still score highly even if the examiner's personal view of the picture differs from yours.
8 **Revising Your Work** : Regardless of the type of composition you choose, always revise thoroughly. Fix any grammatical, spelling, or punctuation errors before finalizing your essay. Polishing your language can significantly improve your overall score.
9. **What to Avoid**
   - Abbreviations : Except for common titles like "Mr." or "Mrs."

- Numerals : Write numbers in words (dates may be an exception).
- Slang and Vulgar Terms : These will lead to penalties.
- Overly Complex Sentences : Maintain a smooth flow to reduce grammatical mistakes.
- Unnecessary Direct Speech : Reserve lengthy dialogues primarily for stories.

By keeping these guidelines in mind, you will be better prepared to create a coherent, well-structured, and engaging composition.

TYPES OF COMPOSITION

Composition writing plays an important role in developing creativity and communication skills. Compositions allow students to organize their thoughts and express ideas clearly. To cater to different forms of expression, there are various types of compositions, each with its own unique style and purpose.

The main types include :

1. Descriptive, which paints vivid pictures with words;
2. Narrative, which tells engaging stories;
3. Argumentative, where students defend or oppose a viewpoint;
4. Reflective, which delves into personal thoughts and feelings.
5. Story based prompts, along with a picture option, encourage students to interpret visual cues and craft creative narratives.

Mastering these types not only prepares students for exams but also equips them with skills for effective communication in real life. Understanding these formats will help students write compositions that are impactful and well-structured.

DESCRIPTIVE COMPOSITION

A descriptive composition focuses on creating a vivid picture of a person, place, object, or event through detailed and sensory-rich writing. Its purpose is to help the reader visualize and experience what is being described.

KEY FEATURES

1. **Sensory Details** : Descriptions appealing to the senses (sight, sound, smell, taste, and touch).
2. **Imagery and Figurative Language** : Use of metaphors, similes, and adjectives to enhance visualization.
3. **Emotional Appeal** : Conveying feelings and moods to engage the reader.

Descriptive compositions transport the reader into the scene, making it come alive through vivid and imaginative language.

POINTS TO REMEMBER

1. Focus on creating a clear picture in the reader's mind using vivid descriptions.
2. Use sensory details to describe how things look, sound, smell, feel, or taste.
3. Choose a specific theme or mood and maintain it throughout the composition.
4. Avoid listing details; instead, weave them naturally into your sentences.
5. Use adjectives and adverbs effectively to enhance your descriptions.
6. Include figurative language like similes, metaphors, and personification to make the writing engaging.
7. Organize your ideas logically, moving from one aspect of the description to another.
8. Keep the focus on the subject being described and avoid unnecessary details.
9. Show emotions and feelings related to the subject to connect with the reader.
10. Conclude with a lasting impression or an overall reflection on the subject.

EXAMPLES :

1. Write a composition of about 300–350 words describing a special place where you feel completely at ease. Focus on the sights, sounds, smells, and overall atmosphere that make this place unforgettable.

Ans :

Serenity by the River

My favorite getaway is a secluded spot by the river on the outskirts of my hometown. The moment I step onto the winding dirt path that leads there, I feel as though I have left the noise and chaos of everyday life far behind. The smell of fresh grass and damp earth greets me first, immediately enveloping me in a sense of calm. A thick canopy of evergreen trees provides a soothing green shelter, with only patches of sunlight managing to slip through and dance upon the ground.

As I walk closer to the riverbank, the gentle

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gurgle of the water becomes more pronounced. It mingles with the melodic chirping of birds perched on tall branches. On a clear day, the sky appears an endless blue, mirrored by the water's reflective surface that ripples softly with the breeze. Occasionally, a gust of wind rustles the leaves, creating a calming rustle that echoes in the otherwise peaceful environment.

The river itself is neither very deep nor particularly wide, but its steady flow carries fallen leaves and twigs downstream. I often settle on a smooth rock near the water's edge, dipping my toes into the cool current. Small fish dart about, flashing silver in the sunlight, as though inviting onlookers to marvel at their world.

What I love most is the scene at sunset. The sky transforms from bright blue to vibrant shades of orange, pink, and purple, and the river faithfully reflects every subtle hue. By dusk, a chorus of crickets joins the symphony of nature, adding another layer of serenity to the atmosphere.

In this tranquil corner of the world, I find solace. All worries and stresses seem to wash away, carried downstream by the gentle current, leaving me refreshed and filled with quiet gratitude.

2. You went to a hill station during summer vacation and unexpectedly experienced a thunderstorm. Describe your experience and feelings as you witnessed the dramatic event.

Ans :

A Summer Thunderstorm

We had eagerly planned our summer vacation to Mahabaleshwar, hoping for warm, sunny days and cool evenings. Little did we know that this trip would offer us an unforgettable experience in the form of a dramatic thunderstorm.

The first two days of our stay were perfect. The sun shone brightly, and the lush greenery of the hills seemed to stretch endlessly. The mornings were filled with the songs of birds, and the evenings brought a gentle breeze. On the third day, however, the weather began to change unexpectedly. By mid-afternoon, the once-clear sky was obscured by dark, looming clouds. The wind began to howl through the trees, and the temperature dropped noticeably.

Within moments, the sky opened up. Sheets of rain cascaded down, turning the narrow roads into glistening streams. The thunder rolled in waves, followed by flashes of lightning that lit up the landscape like a strobe light. We watched in awe from the safety of our cottage balcony, where we had huddled together with cups of hot tea. The storm was both terrifying and breathtaking. Each crack of thunder felt like it shook the earth, yet the beauty of the rain-soaked hills captivated us.

The entire valley seemed alive with the energy of the storm. Streams formed along the hillsides, rushing to meet the swollen rivers below. Leaves danced wildly in the wind, and the air smelled of fresh earth and rain. I felt a mix of emotions-fear at the storm's intensity but also gratitude for witnessing nature's raw power and beauty up close.

By the evening, the storm began to calm. As the rain subsided, the sky turned a soft orange, and the hills shimmered under the glow of the setting sun. The air felt crisp and pure, and the landscape looked as if it had been washed clean.

That thunderstorm, though unexpected, became the highlight of our trip. It taught me to appreciate the unpredictable beauty of nature and left me with memories that I will treasure forever.

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Describe a bustling city market during the festive season, capturing the sights, sounds, smells, and the overall energy of the place in vivid detail.

Ans :

A Festive Market in Full Swing

The city market was alive with an energy that could only be found during the festive season. As I stepped into the narrow, bustling lanes, my senses were immediately overwhelmed by the vibrant sights and sounds. Every corner seemed to be a celebration of life, color, and tradition.

Brightly lit stalls lined both sides of the street, adorned with strings of fairy lights and colorful decorations. Vendors enthusiastically called out to passersby, showcasing their wares, from intricately designed traditional clothing to glistening jewelry and vibrant flowers. The aroma of freshly prepared sweets and snacks wafted through the air, making it impossible to ignore the food stalls. Piles of golden jalebis sizzled in hot oil, while the tangy scent of spicy chaats tempted every passerby.

Children ran about with gleeful laughter, clutching balloons and toys bought from cheerful street hawkers. Their faces lit up with joy as they tugged at their parents, pointing to the glittering displays of lights or the small amusement rides

set up near the main square. Elderly shoppers browsed through handicrafts with a calm patience, occasionally stopping to chat with the vendors.

The market's soundtrack was a symphony of life. The rhythmic clinking of coins, the chatter of shoppers haggling for better prices, the occasional honk of a cycle horn, and the distant beat of festive drums combined to create an unforgettable melody.

As night fell, the market transformed into a dazzling wonderland. The golden glow of lanterns and strings of lights reflected off every surface, bathing the market in a magical warmth. Despite the crowd and chaos, there was a sense of shared excitement and joy.

The festive market was not just a place to shop; it was a hub of culture, tradition, and community. As I walked away, the vivid imagery of the market stayed with me, a reminder of how the simplest gatherings can bring people together in celebration.

4. Describe a serene morning in a remote village, focusing on the natural beauty, the sounds of nature, and the peaceful atmosphere of the countryside.

Ans :

A Tranquil Village Morning

The morning in the remote village unfolded like a scene from a dream. The first rays of sunlight gently kissed the earth, casting a golden hue over the lush green fields. A cool breeze carried with it the faint, sweet scent of blooming flowers and freshly tilled soil, setting the perfect tone for the day.

The village was slowly waking up, and the sounds of nature filled the air. Birds chirped melodiously from the treetops, their songs harmonizing with the gentle rustling of leaves. Somewhere in the distance, the rhythmic clinking of cowbells accompanied the soft mooing of cattle as farmers led them out to graze. The occasional crow of a rooster announced the arrival of a new day, breaking the silence in a comforting, familiar way.

A small brook flowed gently along the edge of the village, its crystal-clear waters sparkling in the morning sun. The sound of the babbling stream added a soothing backdrop to the tranquil scene. Women clad in colorful sarees were seen drawing water from the village well, chatting softly as they went about their chores. Children, full of energy, ran barefoot through the fields, their laughter ringing out like music.

The sight of smoke rising lazily from the chimneys of mud-brick houses signaled that breakfast was being prepared. The aroma of freshly baked rotis and boiling tea wafted through the air, adding a homely touch to the picturesque setting. Farmers, dressed in simple dhotis and turbans, walked with purpose towards the fields, tools slung over their shoulders, ready to start their day.

The entire village seemed to move at its own pace, unhurried and content. There was no rush, no chaos-just the gentle rhythm of life in harmony with nature.

As I stood there soaking in the serenity, I felt an overwhelming sense of peace. The beauty and simplicity of the village morning reminded me of the joys of a life deeply connected to the earth and its natural rhythms.

5. Describe a stormy night in a small town, focusing on the dramatic changes in weather, the sights and sounds of the storm, and the atmosphere it created.

Ans :

A Night of Thunder and Rain

The storm announced its arrival with a low rumble that seemed to shake the very ground. The once calm evening transformed into a scene of chaos as dark clouds rolled in, covering the town like a thick, menacing blanket. A sudden gust of wind swept through the streets, sending leaves and dust swirling into the air.

The first raindrops fell hesitantly, but within minutes, the skies opened up, unleashing a torrential downpour. The rhythmic drumming of the rain against rooftops and windows created a constant, almost hypnotic sound. The streets, which had been bustling with life earlier, were now deserted, as people sought shelter from the storm.

Flashes of lightning lit up the sky, momentarily illuminating the soaked town in a ghostly white glow. Each bolt was followed by a deafening crack of thunder that seemed to echo endlessly through the night. The trees swayed violently in the wind, their branches creaking and snapping under the storm's relentless force.

Despite the chaos outside, the storm brought a strange kind of beauty. The rainwater created shimmering puddles that reflected the faint glow

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of streetlights, and the air felt fresh and alive. The sound of the storm drowned out all other noises, creating an eerie yet oddly soothing atmosphere.

Through the window, I watched as the small town adapted to the storm. Stray dogs huddled under porches, their fur plastered against their thin bodies. A lone cyclist pedaled furiously down the street, his raincoat flapping in the wind. Inside the houses, warm lights glowed, and the faint silhouette of families gathering around candles or kerosene lamps could be seen.

By midnight, the storm began to weaken. The rain slowed to a soft drizzle, and the thunder grew distant. The town, though drenched, seemed to breathe a sigh of relief. As I lay in bed listening to the soft patter of raindrops, I realized how a storm could be both fierce and calming, leaving behind a renewed sense of life and tranquility.

NARRATIVE COMPOSITION

A narrative composition tells a story or recounts an event in a structured and engaging way. It often includes characters, a setting, a plot, and a resolution. The purpose of narrative writing is to entertain, inform, or convey a moral or lesson.

KEY FEATURES

1. **Clear Structure :** Beginning, middle and end.
2. **Chronological Order :** Events are often presented in the sequence they occur.
3. **Engaging Elements :** Use of dialogues, descriptions, and emotions to capture the reader's interest.

Narrative compositions allow writers to share personal experiences or create fictional stories while focusing on vivid details and emotional connections.

POINTS TO REMEMBER

1. Plan your story with a clear beginning, middle, and end. Start with the setting and characters, introduce a problem or event, and finish with a resolution.
2. Create interesting characters with unique qualities. Make sure their actions and words are important to the story.
3. Describe the surroundings using details like how things look, sound, or feel to help the reader imagine the scene.
4. Add a problem, challenge, or exciting event to make the story interesting and keep the reader engaged.
5. Build up to the most exciting part of the story (climax) and then end by solving the problem.
6. Include dialogues between characters to show their personality and move the story forward.
7. Use clear descriptions to show what is happening instead of just telling it. Make the reader feel like they are there.
8. Decide if the story will be told in first person ("I") or third person ("he/she") and stick to it throughout the story.
9. Show how the main character feels and thinks to help the reader connect with them.
10. Use simple and clear words. Don't use very difficult words that might confuse the reader.
11. End with a good conclusion or a lesson that leaves a strong impression on the reader.

EXAMPLES :

1. Write a composition of about 300–350 words narrating an incident when you helped someone in need, and it left a lasting impact on you.

Ans :

A Helping Hand in the Rain

It was a typical monsoon evening, and I was hurrying home after a long day at school. The skies were overcast, and soon, the rain began to pour relentlessly. As I dashed through the streets, I noticed an elderly woman standing at the bus stop, drenched and struggling with a heavy bag. She appeared frail, unsure of how to proceed, and completely lost in the chaos of the rain.

Despite being in a hurry, I couldn't ignore her plight. Gathering my courage, I approached her and asked if she needed help. She hesitated for a moment, perhaps uncertain about trusting a stranger, but eventually explained that she was trying to reach her daughter's house but had missed the last bus. Without thinking twice, I offered to walk her to a nearby taxi stand.

The journey wasn't easy. The rain had turned the streets into small rivers, and the bag she carried was heavier than I had anticipated. Along the way, she opened up about her life. She told me about her late husband, who had served in the army, and her daughter, who was awaiting her arrival. Her stories, filled with both pride and loss, moved me deeply.

When we finally reached the taxi stand, I flagged down a cab and helped her inside. I even

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paid the fare, despite her protests. She held my hand tightly and thanked me with tears in her eyes, calling me her "guardian angel." As the cab drove away, I stood there, drenched but content, knowing I had made a difference.

That night, as I reflected on the encounter, I realized how simple acts of kindness could bring immense joy, not just to others but to oneself. The elderly woman's gratitude remains etched in my memory, inspiring me to always extend a helping hand. From that day forward, I vowed to look for opportunities to help others, no matter how small the gesture.

2. Write a composition of about 300–350 words narrating an incident where you faced a challenge and learned an important lesson from it.

Ans :

Overcoming Stage Fear

Public speaking had always been my greatest fear. The very thought of standing in front of an audience made my palms sweat, my heart race, and my mind go blank. However, this changed during our school's annual cultural fest last year, where I was unexpectedly chosen to represent my house in the elocution competition.

Initially, I tried every excuse to avoid participating, but my teacher, Mrs. Sharma, was adamant. She told me, "The only way to overcome fear is to face it head-on." Reluctantly, I agreed, though the idea of speaking on stage filled me with dread. My friends encouraged me, promising to cheer loudly from the audience.

Over the next few weeks, I practiced tirelessly. I spent hours rehearsing in front of a mirror, perfecting my gestures and voice modulation. My evenings were devoted to memorizing lines, while my family sat through countless practice sessions. Despite this preparation, as the day of the competition approached, my anxiety grew worse.

When my name was finally called, I felt a lump in my throat. Trembling, I walked to the stage, clutching the microphone tightly. The spotlight blinded me, and the sea of faces in the audience made my knees weak. Taking a deep breath, I began speaking. My voice wavered at first, but as I focused on my speech, I found my rhythm. Surprisingly, the audience responded warmly, nodding and clapping at key points. By the time I finished, I felt a surge of relief and pride.

Although I didn't win the competition, I walked off the stage with my head held high. The experience taught me that fear is often exaggerated in our minds. Facing it not only helps us grow but also builds confidence for future challenges. From that day forward, I embraced every opportunity to speak publicly, realizing that challenges are opportunities to learn and excel.

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3. Write a story about a time when you got lost in a strange place and how you managed to find your way back home.

Ans :

Lost and Found

It was a bright spring morning when I decided to explore the local fair that had just arrived in town. The air was filled with the smell of roasted peanuts and the laughter of children. I wandered from one stall to another, marveling at the colorful trinkets and thrilling rides. Somewhere along the way, I lost track of time and, more importantly, my surroundings.

As I looked around, I realized I had no idea where I was. The familiar sights of the main entrance had vanished, replaced by an endless maze of food stalls and carnival games. Panic began to set in as I tried to retrace my steps, but the crowd seemed to grow denser by the minute.

I stopped at a nearby bench to gather my thoughts. Remembering my parents' advice, I decided to stay calm and think logically. I approached a kind-looking vendor and explained my situation. He asked a few questions and pointed me toward the direction of the main gate.

Feeling a little more confident, I followed his instructions. Along the way, I noticed a giant Ferris wheel towering above the fairground. It struck me that I had seen this from the entrance earlier. Using it as a landmark, I carefully navigated through the bustling crowd.

Finally, after what felt like hours, I spotted the familiar archway of the entrance. My parents were waiting there, visibly worried but relieved to see me. I ran to them and hugged them tightly, promising never to wander off alone again.

That day taught me an important lesson about staying alert and asking for help when needed. Though the experience was terrifying at the time, it left me with a newfound sense of responsibility and a story I would never forget.

4. Write a story about an unexpected act of kindness from a stranger and how it impacted you.

Ans :

A Stranger's Kindness

One chilly winter evening, I was walking home from school when I felt the first drops of rain. Within minutes, the light drizzle turned into a heavy downpour. Without an umbrella, I was completely drenched and shivering. To make matters worse, the wind picked up, making it impossible to continue walking without slipping on the wet pavement.

I spotted a small tea stall by the roadside and decided to take shelter there. The vendor, a middle-aged man with a warm smile, immediately noticed my state. Without hesitation, he handed me a cup of hot tea, saying, "This will warm you up." I hesitated, as I didn't have any money to pay him, but he waved it off, insisting that I take it.

As I sipped the tea, I felt warmth returning to my fingers and a sense of comfort washing over me. The man struck up a conversation, asking about my school and where I lived. His kindness and genuine interest made me feel at ease.

After the rain subsided, I thanked him profusely and promised to return the next day with payment. True to my word, I came back the following day with the money and a small thank-you card. To my surprise, the vendor refused to take the money and simply said, "Kindness doesn't need repayment."

That moment stayed with me long after. It reminded me of the power of small acts of kindness and how they can transform someone's day. Inspired by his generosity, I now make a conscious effort to help others whenever I can, no matter how small the gesture.

5. Write a story about a competition you entered and the challenges you faced to achieve success.

Ans :

The Art Contest

When the school announced an art competition, I hesitated to participate. Art had always been a passion, but I doubted my abilities compared to the talented students in my class. However, my best friend convinced me to give it a shot, saying, "You'll never know unless you try."

The theme of the competition was "Nature and Humanity." I spent hours brainstorming ideas and finally decided to depict a lush forest blending into a bustling cityscape, symbolizing harmony between humans and nature.

As the deadline approached, I faced one challenge after another. My first sketch tore accidentally, and I had to start over. The second attempt didn't feel right, and frustration began to creep in. My confidence wavered, and I considered quitting.

But then, I remembered my friend's words and decided to persevere. I stayed up late every night, refining the details and experimenting with colors. By the time I finished, I was exhausted but proud of my work.

On the day of the competition, as I displayed my painting alongside dozens of other beautiful artworks, I felt nervous yet excited. The judges spent hours evaluating the entries before announcing the winners. When they called my name for the first prize, I was in shock. The applause from my classmates and the smile on my teacher's face made all the struggles worthwhile.

That competition taught me the importance of persistence and believing in myself. It wasn't just about winning; it was about pushing through doubts and challenges to create something meaningful. To this day, that painting hangs on my bedroom wall, a reminder of what determination can achieve.

ARGUMENTATIVE COMPOSITION

An argumentative composition presents a clear stance on a specific topic and supports it with logical reasoning, evidence, and examples. Its purpose is to persuade the reader to agree with the writer's viewpoint or consider it as valid.

KEY FEATURES

1. **Clear Position :** A definitive stance for or against the topic.
2. **Logical Arguments :** Use of facts, examples, and reasoning to support the viewpoint.
3. **Counterarguments :** Addressing opposing views to strengthen the argument.

Argumentative compositions aim to convince readers by presenting a balanced yet persuasive case for the writer's perspective.

POINTS TO REMEMBER

1. Clearly state your position on the topic (for or against) in the introduction.
2. Support your viewpoint with strong, logical

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arguments and evidence.
3. Include facts, statistics, examples, or expert opinions to make your argument convincing.
4. Address counterarguments by acknowledging opposing views and refuting them logically.
5. Use persuasive language to appeal to the reader's reason and emotions.
6. Organize your points in a logical sequence to ensure clarity and flow.
7. Avoid emotional bias or personal attacks; focus on reasoned arguments.
8. Use clear and precise language, avoiding overly complex words.
9. Maintain a confident and assertive tone throughout the composition.
10. Conclude by reinforcing your position and summarizing the strongest points of your argument.

EXAMPLES :

1. Some people believe that online education cannot replace traditional classroom learning. Give your views For or Against this view.

Ans :

Online Education Cannot Replace Classroom Learning

Against the Motion :

I strongly believe that online education cannot replace traditional classroom learning due to the irreplaceable benefits of physical interaction, disciplined environments, and hands-on experiences.

Firstly, classrooms foster an environment where students and teachers engage directly. The immediacy of face-to-face communication allows students to ask questions, seek clarifications, and participate actively in discussions. This interaction is far more dynamic and impactful than virtual communication, which often feels impersonal.

Secondly, traditional classrooms encourage a sense of discipline and routine. Students wake up, dress for school, and follow a structured timetable. These habits prepare them for the professional world. In contrast, the flexibility of online education can often lead to procrastination and a lack of commitment.

Another significant limitation of online education is the inability to provide hands-on experiences. Subjects like science, art, or sports require practical learning in laboratories, studios, or fields. Online education might provide theoretical knowledge, but it fails to replicate the experiential learning that comes with being physically present.

Additionally, traditional classrooms provide social interaction and emotional development. Students build friendships, learn teamwork, and engage in activities that foster emotional intelligence. Online learning, while convenient, can lead to feelings of isolation and limit opportunities for collaborative learning.

In conclusion, while online education is an excellent supplement, it cannot replace the holistic learning experience that traditional classrooms provide. Education is not just about acquiring knowledge; it's also about developing discipline, social skills, and practical understanding, all of which thrive in a classroom setting.

2. Some people argue that technology has made people more isolated than connected. Give your views For or Against this view.

Ans :

Technology Has Made People More Isolated

For the Motion :

I firmly believe that technology has made people more isolated than connected, despite its potential to enhance communication.

Firstly, while technology allows for instant messaging and virtual meetings, it often replaces meaningful face-to-face interactions. People spend more time on their devices than with their families or friends. A dinner table where everyone is glued to their phones is a common sight, showcasing how technology isolates individuals even in social settings.

Secondly, social media, though designed to connect, often creates a false sense of companionship. Online friendships lack the depth and emotional connection of real-life relationships. Many people measure their worth by likes and comments, leading to feelings of loneliness and inadequacy.

Furthermore, excessive use of technology can lead to mental health issues such as anxiety and depression. The constant exposure to curated lifestyles on social media can make people feel disconnected from their own lives. Rather than fostering real relationships, technology often drives people into self-isolation.

In conclusion, while technology has the potential to connect us, its misuse has made many people more isolated. Genuine human connections

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thrive on personal interactions, which no amount of technology can truly replace. It is crucial to strike a balance and prioritize real-world relationships over virtual ones.

3. Examinations are an unfair way of testing a student's knowledge. Give your views For or Against this view.

Ans :

Examinations Are an Unfair Way of Testing Knowledge

For the Motion :

I firmly believe that examinations are an unfair way of testing a student's knowledge as they focus more on rote learning than actual understanding.

Firstly, examinations are often based on memorization rather than comprehension. Students are required to recall facts and figures instead of demonstrating their understanding of the subject. This system rewards those with good memory rather than those who genuinely grasp the concepts.

Secondly, examinations create immense stress and anxiety among students. The pressure to perform well in a limited time can affect their mental health. Many students, despite being knowledgeable, fail to perform under such pressure, making examinations an inaccurate measure of their abilities.

Furthermore, examinations do not account for diverse learning styles. Some students excel in practical tasks or creative thinking but struggle with written tests. This one-size-fits-all approach does not cater to individual strengths, leading to a lack of fairness.

Lastly, examinations encourage unhealthy competition. Instead of promoting collaborative learning, they create an environment where students focus solely on scoring higher than their peers, often neglecting actual learning.

In conclusion, examinations are an outdated and unfair way of evaluating students. Education should focus on continuous assessments, projects, and real-life applications, which provide a holistic understanding of a student's abilities rather than relying on stressful written tests.

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4. Celebrities should not be considered role models. Give your views For or Against this view.

Ans :

Celebrities Should Not Be Considered Role Models

For the Motion :

I strongly believe that celebrities should not be considered role models as their lives often do not reflect the values necessary for positive influence.

Firstly, many celebrities prioritize fame and wealth over moral values. Their lifestyles often include controversies, public scandals, and irresponsible behavior, which can mislead impressionable minds. For example, young fans may emulate harmful habits like substance abuse, extravagant spending, or unhealthy relationships.

Secondly, celebrities often present a curated image that is far from reality. Social media portrays their perfect lives, which creates unrealistic expectations for fans. This can lead to feelings of inadequacy and low self-esteem, particularly among young people.

Moreover, celebrities are not experts in the fields they influence. A singer or actor might endorse a product or opinion without fully understanding its implications, and their fans may blindly follow such advice.

Finally, true role models should inspire qualities like hard work, kindness, and integrity. While some celebrities do display these traits, many others lack the consistency or responsibility required to set a good example.

In conclusion, celebrities are entertainers, not role models. Society should encourage individuals to look up to people with real achievements, strong morals, and the ability to inspire genuine growth and positivity.

5. Social media influencers have a greater impact on today's youth than parents or teachers. Give your views For or Against this view.

Ans :

Social Media Influencers Have a Greater Impact on Today's Youth

For the Motion :

I believe that social media influencers have a greater impact on today's youth than parents or teachers due to their immense online presence and relatability.

Firstly, social media influencers connect with young audiences in a way that parents and teachers often cannot. Influencers share content that aligns with the interests and lifestyles of the

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youth, such as fashion, fitness, or entertainment. This relatability makes them more appealing and accessible than authority figures like parents or teachers.

Secondly, influencers have the power of visibility. They are active on platforms that youth engage with daily, such as Instagram, YouTube, and TikTok. Their constant presence ensures that their opinions and lifestyles shape the thoughts and behaviors of their followers, often more than the guidance of elders.

Furthermore, influencers often set trends and define what is "cool." Young people look up to them for advice on everything from fashion and beauty to career choices and personal growth. This gives them the power to shape opinions and decisions in ways that parents or teachers may not.

However, this influence is not always positive. Many influencers promote materialism, unrealistic standards, and even unhealthy habits. This highlights the need for youth to critically evaluate what they consume online.

In conclusion, social media influencers undeniably have a stronger impact on today's youth than traditional role models. While this impact can be both positive and negative, it is crucial for young people to strike a balance between inspiration from influencers and the values imparted by parents and teachers.

REFLECTIVE COMPOSITION

A reflective composition explores personal thoughts, feelings, and insights about a specific experience, idea, or topic. It allows the writer to analyze and interpret their experiences while sharing the lessons or realizations they gained.

KEY FEATURES

1. **Personal Perspective :** Focus on the writer's emotions, opinions, and reflections.
2. **Deep Thinking :** Thoughtful exploration of abstract or philosophical ideas.
3. **Lesson or Insight :** A conclusion highlighting the understanding or growth achieved.

Reflective compositions are introspective and often inspire readers to think about similar situations in their own lives. They emphasize sincerity and depth in expression.

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POINTS TO REMEMBER

1. Choose a topic that allows for deep personal thoughts and insights.
2. Focus on your own experiences, thoughts, and emotions related to the topic.
3. Begin by explaining the context or situation that led to your reflections.
4. Analyze the situation or experience thoughtfully, exploring what it meant to you.
5. Use descriptive language to express your feelings and reactions.
6. Include lessons learned or realizations gained from the experience.
7. Be honest and sincere in your writing to make it relatable and impactful.
8. Maintain a calm and reflective tone throughout the composition.
9. Use examples and specific details to support your reflections.
10. Conclude by summarizing your insights and explaining how the experience influenced you or changed your perspective.

EXAMPLES :

1. Write a reflective composition on a time when you overcame a fear and how it changed you. (300–350 words)

Ans :

Conquering My Fear of Water

For as long as I can remember, I had an overwhelming fear of water. The thought of stepping into a swimming pool terrified me. This fear stemmed from a childhood incident where I accidentally fell into a lake during a family picnic. Although I was quickly rescued, the memory haunted me for years.

Last summer, determined to confront my fear, I decided to join a swimming class. On the first day, standing at the edge of the pool, I felt my heart race and my palms sweat. The instructor, noticing my hesitation, assured me that fear was natural but conquerable. He encouraged me to start slowly by simply dipping my feet into the water.

The initial days were difficult. Every time I felt the water rise above my knees, panic would set in. But with persistence and the instructor's guidance, I gradually progressed. The turning point came when I learned to float. Feeling the water support me was a revelation-it was as if my fear had begun to dissolve.

Over the next few weeks, I mastered the basics of swimming. The joy of gliding through the water replaced my earlier anxiety. More than just a skill, swimming became a symbol of my triumph over fear.

This experience taught me a valuable lesson: fear is often exaggerated in our minds. Facing it requires patience, effort, and support, but the rewards are immense. Overcoming my fear of water not only boosted my confidence but also made me realize that challenges are opportunities for growth. Today, swimming is one of my favorite activities, and the experience continues to inspire me to tackle other fears in life.

2. Write a reflective composition on a lesson you learned from helping someone. (300–350 words)

Ans :

The Power of Small Acts of Kindness

A few months ago, I was running errands at a local market when I noticed a young boy struggling to carry a heavy sack of vegetables. He seemed no older than ten and was clearly exhausted. Something about his weary expression moved me, and without much thought, I offered to help him carry the sack to his cart.

At first, the boy was hesitant and shy. He explained that he was helping his family because his father was unwell and couldn't work that day. As we walked together, he shared snippets of his life-a life filled with challenges but also remarkable resilience.

When we reached his cart, the boy thanked me profusely, his face lighting up with gratitude. That simple "thank you" resonated deeply with me. It made me realize how small, thoughtful gestures can make a significant difference in someone's life.

Reflecting on the experience later, I understood that kindness doesn't have to be grand or costly. Often, it is the little things-offering help, sharing a smile, or lending a hand-that have the greatest impact. The joy and connection I felt that day stayed with me long after the incident.

This experience taught me the importance of empathy and being mindful of others' struggles. It reminded me that in our busy lives, we often overlook opportunities to help others. Since that day, I've made a conscious effort to practice kindness wherever I can, no matter how small the act may seem.

Helping that young boy was a simple gesture, but it left a lasting impression on me. It reaffirmed my belief in the power of compassion and reminded me that even small acts of kindness can create ripples of positivity in the world.

3. Write a reflective composition on a time when you learned the value of perseverance. (300–350 words)

Ans :

The Value of Perseverance

Two years ago, I decided to participate in my school's annual marathon. I had never run long distances before, but I was inspired by my friends who had completed it in the past. Excited yet nervous, I signed up, not realizing the challenges that lay ahead.

During the practice runs, I quickly discovered that running wasn't as easy as it looked. My legs ached after just a few kilometers, and I would often stop, feeling out of breath and defeated. I started doubting my decision and even considered dropping out. However, my coach encouraged me to keep trying. He told me, "Perseverance is more important than strength or speed."

Motivated by his words, I began following a disciplined routine. I woke up early every morning, gradually increasing the distance I ran. There were days when I felt like giving up, but I pushed myself to take just one more step. Slowly, my stamina improved, and with it, my confidence.

On the day of the marathon, I felt both excitement and anxiety. The initial kilometers were smooth, but as the finish line drew closer, fatigue set in. My legs felt heavy, and I questioned whether I could complete the race. However, I remembered my coach's advice and kept going. Each step became a symbol of my determination.

When I finally crossed the finish line, I was overwhelmed with pride and joy. The sense of accomplishment was unlike anything I had ever experienced. Reflecting on the journey, I realized that the marathon wasn't just about running-it was about perseverance, commitment, and believing in myself.

This experience taught me that perseverance can overcome even the toughest challenges. It reminded me that progress is often slow, but with determination, success is always within reach. That marathon changed the way I approach obstacles in life, showing me that persistence truly pays off.

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4. Write a reflective composition on a time when you learned to appreciate nature. (300–350 words)

Ans :

Rediscovering Nature's Beauty

Last summer, I went on a trek with my family to a remote hill station. Initially, I wasn't thrilled about the idea. I was used to spending my vacations in cities, surrounded by the comfort of technology and modern amenities. Hiking through forests and hills seemed tedious, but I reluctantly agreed to join.

As we began the trek, the first few hours were challenging. The steep path, the heat, and the absence of mobile network left me frustrated. However, as we climbed higher, something changed. The dense forest around us was alive with the chirping of birds and the rustling of leaves. Streams of crystal-clear water flowed alongside the trail, reflecting the sunlight like diamonds.

At one point, we reached a clearing that offered a panoramic view of the valley below. The sight was breathtaking. Rolling hills stretched endlessly, covered in shades of green, and a cool breeze carried the scent of wildflowers. I felt a sense of peace I hadn't experienced in a long time.

During the trek, I noticed small wonders I had previously overlooked. A butterfly resting on a leaf, the sound of a distant waterfall, and the way sunlight filtered through the trees all felt magical. For the first time, I realized how disconnected I had been from nature in my everyday life.

That trek taught me to appreciate the simplicity and beauty of the natural world. It reminded me that life isn't always about screens and deadlines; sometimes, it's about pausing to admire a sunset or listen to the sound of rain.

Since that trip, I've made an effort to spend more time outdoors, whether it's taking a walk in the park or simply sitting under a tree with a book. The experience helped me reconnect with nature, and it continues to inspire me to cherish the world around me.

5. Write a reflective composition on a time when you failed at something but learned a valuable lesson. (300–350 words)

Ans :

Lessons from Failure

Last year, I decided to participate in a school debate competition. I had always admired great speakers and thought it would be a good opportunity to step out of my comfort zone. I spent weeks preparing my arguments, rehearsing my speech in front of the mirror, and seeking feedback from my teachers.

On the day of the competition, I felt nervous but ready. When it was my turn to speak, I walked to the stage confidently. However, as I began, my nerves got the better of me. I stumbled over my words, forgot key points, and struggled to maintain eye contact with the audience. By the end of my speech, I knew I had not performed well.

As the results were announced, my name was not among the winners. I felt defeated and embarrassed. For days, I replayed the moment in my head, wondering where I had gone wrong. However, my teacher encouraged me to reflect on the experience. She said, "Failure is not the end; it's the beginning of growth."

I began analyzing my mistakes and realized that my fear of failure had held me back. Instead of focusing on the audience, I had focused on avoiding errors, which only made me more anxious. I decided to use this failure as a stepping stone.

Over the next few months, I joined the school's public speaking club and practiced regularly. Gradually, I learned to manage my nerves and focus on the message I wanted to deliver. The following year, I participated in the debate competition again. This time, I delivered my speech confidently and even won second place.

Failing at my first debate taught me that setbacks are not the end but an opportunity to improve. It reminded me that success often comes after perseverance and self-reflection. That experience helped me grow, and today, I see failure as a valuable teacher rather than a roadblock.

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SHORT STORY/PICTURE COMPOSITION

A short story composition or picture composition involves crafting a creative and engaging narrative based on a given theme, prompt, or visual. It challenges the writer to interpret the topic or image and develop a cohesive story around it.

KEY FEATURES

1. **Creativity :** Building an imaginative story inspired by the prompt or picture.
2. **Structured Plot :** Includes a clear beginning,

conflict, climax, and resolution.

3. **Interpretation :** The story should reflect the essence or theme of the image or prompt.

Short story and picture compositions enhance storytelling skills and encourage originality while promoting critical thinking and creative expression.

POINTS TO REMEMBER

1. Interpret the picture or prompt carefully and decide on a clear theme or story idea.
2. Begin with an engaging introduction to set the tone and capture the reader's interest.
3. Create interesting characters with distinct traits and roles in the story.
4. Develop a structured plot with a clear beginning, conflict, climax, and resolution.
5. Use vivid descriptions and sensory details to bring the setting and events to life.
6. Incorporate dialogues to make the story realistic and engaging.
7. Show emotions and reactions of characters to create a connection with the reader.
8. Ensure the story reflects the essence or theme of the given picture or prompt.
9. Maintain a logical flow of events, avoiding unnecessary details or distractions.
10. End with a meaningful resolution or takeaway that leaves a lasting impression.

EXAMPLES :

1. Study the picture given below. Write a story, description, or an account of what it suggests to you. Your composition may be about the subject of the picture, or you may take suggestions from it. However, there must be a clear connection between the picture and your composition.

Ans :

A Day of Fun and Friendship

It was the first day of the school summer camp, and excitement buzzed in the air. Three close friends-Riya, Aarav, and Maya-could barely contain their enthusiasm. They had been waiting for this camp for weeks, and now that it was finally here, they were determined to make the most of it.

The day started with a series of fun outdoor activities. The instructor announced a trust-building exercise called the "Human Train." Each participant had to hold out their arms and follow the person in front of them without looking back. Riya, being the most confident of the trio, volunteered to lead their little train. Behind her was Aarav, the joker of the group, who kept cracking jokes to lighten the mood. Maya, the quiet and cautious one, brought up the rear, nervously giggling at Aarav's antics.

As they weaved through the open field, laughter echoed all around. They stumbled and tripped occasionally, but they always got back up, laughing harder each time. The instructor encouraged them to trust each other completely, and by the end of the game, they realized how much they depended on one another. The exercise wasn't just about fun; it was about teamwork and understanding.

The afternoon was filled with more activities, from sack races to tug-of-war. The three friends cheered each other on, celebrating victories and laughing off defeats. As the day drew to a close, they sat together under the shade of a tree, sharing snacks and reminiscing about the day's adventures. Maya, who had initially been shy and hesitant, confessed that she had never felt so free and happy.

That day strengthened their bond in ways they hadn't imagined. The picture of them laughing and holding hands during the "Human Train" activity became a cherished memory, a symbol of trust, friendship, and the pure joy of childhood.

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2. Study the picture given below. Write a story, description, or an account of what it suggests to you. Your composition may be about the subject of the picture, or you may take suggestions from it. However, there must be a clear connection between the picture and your composition.

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Ans :

The Night of the Unexpected Break-In

It was a quiet summer evening, and the neighborhood seemed as peaceful as ever. After a long day at work, I was finally settling into bed when an unusual sound startled me. A faint creak, followed by a muffled clang, echoed through the house. At first, I brushed it off, thinking it might be the wind. Little did I know that this was the beginning of an unforgettable night.

As the minutes passed, I couldn't shake off the feeling that something was amiss. Gathering my courage, I tiptoed toward the source of the noise. The moment I reached the living room, my heart sank. The window on the far side of the room had been pried open, and the grill was bent out of shape. The faint glow of a flashlight flickered through the darkness, confirming my worst fears-someone was inside the house.

Panic set in, but I forced myself to stay calm. I reached for my phone and quietly called the police. Meanwhile, I grabbed a sturdy stick from a nearby corner, unsure of what I might face. Moments felt like hours as I waited, straining my ears for any further movement.

Then, I saw a shadow emerge. It was a young boy, barely in his teens, with a frightened expression. He froze when he saw me and dropped the bag he was holding. Instead of anger, I felt a wave of pity. The boy muttered apologies, explaining that desperation had driven him to this act.

The police arrived shortly after, and I explained the situation to them. Rather than pressing charges, I decided to help the boy. I spoke to a local shelter and ensured he had a place to stay and food to eat.

That night taught me an important lesson : sometimes, understanding and kindness can resolve situations better than anger or punishment. The broken window became a symbol of an incident that began with fear but ended with compassion.

3. Study the picture given below. Write a story, description, or an account of what it suggests to you. Your composition may be about the subject of the picture, or you may take suggestions from it. However, there must be a clear connection between the picture and your composition.

Ans :

The Unexpected Gift

It was my birthday, but the day hadn't gone as planned. None of my friends could come over because of a heavy storm, and I felt lonely. I sulked in my room, disappointed that my special day had turned into just another gloomy evening.

Suddenly, there was a knock at the door. Curious, I ran to open it and saw my grandfather standing there, holding a small wooden box. He had braved the rain to visit me, and his arrival instantly lifted my spirits.

He handed me the box, saying, "This is a special gift for a very special person." Inside, I found an old, beautifully carved harmonica. It had belonged to my grandfather when he was young, and he told me stories of how he would play it during family gatherings.

I was thrilled to have something so meaningful, and my grandfather spent the evening teaching me how to play. We laughed every time I got a note wrong, and by the end of the night, I managed to play a simple tune.

That birthday, though simple, became one of the most memorable days of my life. The harmonica was more than a gift; it was a connection to my grandfather's past and a new skill I had learned. It reminded me that happiness doesn't always come from grand celebrations-it's often found in the little moments we share with

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our loved ones.

4. Study the picture given below. Write a story, description, or an account of what it suggests to you. Your composition may be about the subject of the picture, or you may take suggestions from it. However, there must be a clear connection between the picture and your composition.

Ans :

The Forgotten Notebook

It was the last period of the day, and the bell rang, signaling the end of school. In the rush to leave, I accidentally left my notebook behind on the classroom desk. I realized this only after reaching home, and my heart sank-it wasn't just any notebook; it contained all my study notes for the upcoming exams.

Panicked, I rushed back to school. The corridors were empty, and the classrooms were locked. I felt helpless as I stood there, imagining my hard work lost forever. Just as I was about to leave, I saw the janitor, Mr. Sharma, walking down the hall.

Explaining my situation, I pleaded with him to help me. He smiled kindly and agreed to unlock the classroom. Together, we searched every desk, but my notebook was nowhere to be found. Disappointed, I turned to leave when Mr. Sharma pointed to a corner near the window. There it was-my notebook, slightly crumpled but intact!

Relieved, I thanked him profusely. He patted my shoulder and said, "Always double-check before leaving, young man." His words stayed with me, and from that day on, I made it a habit to carefully check my belongings before leaving anywhere.

This small incident taught me the importance of being responsible and grateful. I'll always remember Mr. Sharma's patience and kindness in helping me during a moment of panic.

5. Study the picture given below. Write a story, description, or an account of what it suggests to you. Your composition may be about the subject of the picture, or you may take suggestions from it. However, there must be a clear connection between the picture and your composition.

Ans :

The Stray Puppy

One rainy afternoon, as I walked home from school, I noticed something unusual on the side of the road. Beneath a parked car, a tiny, shivering puppy sat, drenched to the bone. Its big, brown eyes stared at me, filled with fear and helplessness.

The rain showed no signs of stopping, and I couldn't leave the puppy there. I took off my raincoat and gently wrapped it around the little creature. At first, it tried to wriggle free, but once it felt the warmth, it stopped struggling and snuggled closer.

I brought the puppy home, much to the surprise of my parents. They were hesitant at first, worried about how to take care of it. However, seeing its condition-cold, wet, and clearly starving-they couldn't say no. We dried the puppy off, gave it some milk, and made a small bed for it in the corner of the kitchen.

The puppy, which we later named Bruno, became a part of our family. Over the next few weeks, he transformed from a timid, scared animal into a playful and energetic companion. Bruno followed me everywhere, wagging his tail

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and barking joyfully. He brought life and laughter into our home, and we couldn't imagine a day without him.

Looking back, that rainy afternoon taught me the value of compassion. Helping Bruno was a small act, but it changed both his life and mine. It reminded me that even the smallest gestures of kindness can make a world of difference. Bruno's loyalty and love continue to inspire me every day, and I am grateful for the bond we share.

EXERCISE (SOLVED)

1. Write a composition (300–400 words) on any one of the following:

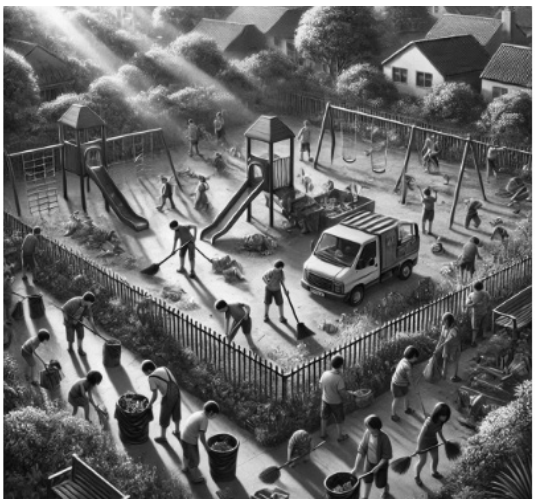
(a) Write an original short story in which a missing photograph, an old suitcase, and a reunion form the key elements.

(b) Your school organized a community cleanliness drive. Write an account of the event, highlighting your role and what the team achieved.

(c) "Technology is more of a blessing than a curse."
Express your views either for or against this statement.

(d) Describe a festival celebration in your neighborhood. Include the sights, sounds, and emotions that made the occasion special.

(e) Study the picture given below. Write a story, a description, or an account of what it suggests to you. Your composition may be about the subject of the picture or you may take suggestions from it; however, there must be a clear connection between the picture and your composition.



Ans :

(a) The Photograph in the Suitcase

Last summer, while cleaning out my grandmother's attic, I stumbled upon an old suitcase covered in dust. Its leather straps were worn, and the brass lock had long since rusted. Curiosity piqued, I unbuckled the straps and opened it, revealing a treasure trove of faded letters, yellowed documents, and black-and-white photographs.

Among them was a single photograph that caught my attention-a young woman standing under a tree, holding a bouquet of flowers. There was something familiar about her smile, and yet I couldn't place her. Turning the photograph over, I found the words "For John, with love – 1953" scrawled in elegant handwriting.

Intrigued, I took the suitcase downstairs and showed it to my grandmother. The moment she saw the photograph, her eyes filled with tears. "That's me," she said, her voice trembling. She explained that the photograph was taken on the day my grandfather, John, had proposed to her. The suitcase had been his, and he had packed it when he left for his first job after their wedding. Somewhere along the way, it had been misplaced, and she hadn't seen it in decades.

As we went through the contents of the suitcase together, memories came flooding back for her. Each letter and photograph held a story, and I listened intently as she recounted moments from their life together-how they met at a village fair, their simple wedding ceremony, and the adventures they shared in their early years of marriage.

That evening, inspired by the discovery, I decided to organize a small family gathering. My grandmother, holding the photograph, shared her stories with everyone. The reunion became a celebration of her love story, and the suitcase, once forgotten, became a cherished family heirloom.

Finding that suitcase not only brought back memories for my grandmother but also taught me the value of preserving the past. It reminded me that our history is often hidden in the simplest of things, waiting to be rediscovered and shared.

(b) The Community Cleanliness Drive

Last month, our school organized a community cleanliness drive in our locality as part of a social awareness program. The aim was to not only clean the area but also educate people about the importance of maintaining hygiene and proper waste management.

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Early on a bright Saturday morning, we gathered in the school courtyard, wearing gloves, caps, and masks provided by the school. Armed with brooms, dustpans, garbage bags, and posters, we headed toward the nearby marketplace, which was known for its littered streets and overflowing trash bins. The sight of the trash was overwhelming-plastic bottles, food wrappers, and other waste lay scattered around.

We divided ourselves into groups, each tackling different sections of the market. My group was assigned to clean the park adjacent to the market. At first, some locals were curious, watching us with a mix of amusement and indifference. But as we worked tirelessly, some shopkeepers and passersby began to join in. The sense of teamwork and shared purpose grew stronger with each passing hour.

In addition to cleaning, we distributed pamphlets on waste segregation and proper disposal methods. A few of us even spoke to shopkeepers and street vendors, encouraging them to use dustbins and recycle whenever possible. We emphasized how a clean environment could attract more customers and improve their business.

By the end of the day, the transformation was remarkable. The market streets were spotless, and the park looked rejuvenated. The satisfaction of seeing the immediate impact of our efforts was unparalleled.

The event left a lasting impression on me. It showed me how collective action can bring about change and the importance of taking responsibility for our surroundings. The sense of community we felt that day was inspiring, and I realized that small efforts, when multiplied, can lead to significant improvements. The cleanliness drive wasn't just an activity; it was a step toward building a cleaner, healthier, and more aware society.

(c) Technology Is More of a Blessing Than a Curse

For the Motion :

Technology has become an inseparable part of our lives, revolutionizing the way we live, work, and communicate. While it is not without its challenges, I strongly believe that technology is more of a blessing than a curse.

Firstly, technology has bridged gaps in communication. With the advent of smartphones and the internet, people can connect instantly, regardless of geographical distances. Families separated by continents can now share moments in real time through video calls and social media. This has strengthened relationships and made the world feel smaller and more connected.

Secondly, technology has transformed education. Online learning platforms, virtual classrooms, and e-books have made education accessible to millions who might otherwise be deprived of it. Students can learn at their own pace and explore subjects beyond traditional curricula.

Moreover, technology has significantly advanced healthcare. Sophisticated medical equipment, online consultations, and life-saving treatments have improved the quality of life and increased life expectancy. For instance, robotic surgeries and AI-powered diagnostic tools have revolutionized patient care.

In addition, technology has enhanced convenience in daily life. From online shopping to digital banking, technology saves time and effort. Tasks that once required hours can now be completed in minutes with just a few clicks.

Critics argue that technology can be addictive and isolating. While this is true in some cases, the problem lies in its misuse rather than the technology itself. Moderation and responsible usage can mitigate these negative effects.

In conclusion, technology has brought tremendous benefits to humanity. It has empowered individuals, solved complex problems, and opened doors to endless possibilities. While it requires mindful usage, its potential to improve lives far outweighs its drawbacks, making it a true blessing in today's world.

(d) A Festival Celebration in My Neighborhood

Every year, our neighborhood comes alive during Diwali, the festival of lights. This year was no different, and the excitement in the air was palpable days before the actual celebration. Houses were decorated with twinkling lights, colorful rangolis adorned doorsteps, and the aroma of festive sweets wafted through the streets.

On the morning of Diwali, my family and I began the day with a traditional cleaning of our house, followed by placing earthen lamps (diyas) in every corner. By evening, the entire neighborhood was illuminated, creating a magical atmosphere. Each house seemed to compete in decorating their balconies and terraces, and the collective glow of the lamps was mesmerizing.

As the festivities began, neighbors gathered

at the community center for a puja. The sound of devotional songs filled the air, accompanied by the rhythmic clanging of bells. After the puja, the real fun began. Children ran around with sparklers, their laughter ringing out in the night. Families exchanged sweets and gifts, their faces glowing with joy and warmth.

The highlight of the evening was the community feast. Tables were set up in the park, laden with a variety of traditional dishes, from samosas and gulab jamuns to biryani and kheer. Everyone, regardless of age or background, came together to share a meal, making the celebration even more special.

Later, a group of us went to distribute sweets to the underprivileged children in a nearby shelter. Their happiness and gratitude reminded me of the true essence of Diwali-spreading light and joy.

The night ended with a spectacular fireworks display. Bright colors lit up the sky as everyone gathered to watch in awe. As I stood there with my friends and family, I felt a deep sense of belonging and gratitude.

Diwali is more than just a festival; it's a time for togetherness, generosity, and celebration. This year's celebration in my neighborhood reinforced the importance of community spirit and the joy that comes from sharing happiness with others.

(e) A Picture of Determination

The picture of children working together reminded me of a day when my friends and I decided to clean up the playground in our colony. It was a neglected space, overrun with weeds, broken swings, and scattered trash. Despite its state, it had the potential to be a wonderful play area, and we were determined to transform it.

On a sunny Saturday morning, armed with brooms, garbage bags, and gardening tools, we gathered at the playground. Initially, the task seemed overwhelming. Trash lay strewn across the ground, and the swings creaked ominously. However, our enthusiasm kept us going. We divided ourselves into groups-some focused on cleaning, while others began repairing the swings and slides.

As we worked, curious onlookers began to gather. Some joined in, bringing extra tools and offering help. It was heartening to see the community come together, united by a common goal. One of the uncles even brought a water hose to clean the dusty equipment, while a few neighbors brought snacks to keep our energy up.

By the afternoon, the playground was unrecognizable. The trash was gone, the swings were fixed, and we even planted a few flower beds along the edges. Seeing the transformation filled us with pride and joy.

That evening, children flocked to the playground, their laughter echoing as they ran and played. Watching them enjoy the space we had worked so hard to restore was the most rewarding part of the day.

The experience taught me the value of teamwork and perseverance. It showed me how small efforts, when combined, can bring about big changes. The picture of the children reminded me of that day, of how determination and a shared vision can turn challenges into opportunities.

2. Write a composition (300–400 words) on any one of the following:

(a) Write an original short story in which a mysterious old clock, a forgotten attic, and a family reunion play a central role.

(b) Your school organized a tree plantation drive. Write an account of the event, highlighting its impact on the community and what you learned from the experience.

(c) "Competition brings out the best in people." Express your views either for or against this statement.

(d) Describe a bustling train station during peak hours. Focus on the sights, sounds, and the emotions of the people present.

(e) Study the picture given below. Write a story, a description, or an account of what it suggests to you. Your composition may be about the subject of the picture or you may take suggestions from it; however, there must be a clear connection between the picture and your composition.

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Ans :

(a) The Mystery of the Old Clock

It was during the winter holidays that I found myself exploring the forgotten attic of my grandparents' house. The attic was a treasure trove of memories, filled with dusty trunks, old photographs, and cobwebbed furniture. Among the clutter stood an old grandfather clock, its wood polished but slightly worn, and its hands frozen at midnight.

Intrigued, I ran my fingers over the intricate carvings on its frame. The clock seemed out of place, almost as if it didn't belong to this era. My grandfather, noticing my curiosity, joined me and smiled. "That clock," he said, "has a story."

He told me that the clock had been a wedding gift to his parents, passed down through generations. It had stopped working years ago, but no one had the heart to part with it. "Some say it holds a secret," he added mysteriously. My cousins and I decided to find out for ourselves.

The next day, we gathered around the clock, determined to uncover its mystery. As we examined it closely, we noticed a small, almost invisible compartment at its base. With some effort, we managed to open it, revealing a dusty envelope. Inside were letters written by my great-grandfather to his wife during their early years of marriage. The letters spoke of their dreams, struggles, and unwavering love for each other.

The discovery became the highlight of our holiday. That evening, we read the letters aloud during a family gathering. My grandparents shared stories of their own, and laughter and nostalgia filled the room. The clock, once forgotten, became a symbol of love and family history.

Finding the letters reminded me of the importance of preserving family traditions and memories. The old clock, with its frozen hands, seemed to hold time still, capturing a piece of the past for us to cherish. That holiday became unforgettable, not because of what we discovered but because of the bonds it strengthened among us.

(b) The Tree Plantation Drive

Last month, our school organized a tree plantation drive to promote environmental awareness in our community. The event was planned as part of our annual eco-club activities, and everyone was excited to contribute.

Early on a Saturday morning, students, teachers, and even a few parents gathered at the school grounds, ready to make a difference. The local authorities had provided us with over 200 saplings of various native trees, including neem, peepal and mango. Armed with shovels, watering cans, and gloves, we divided ourselves into teams and headed to a nearby park that had been selected for the plantation.

The park, once a vibrant green space, had suffered due to neglect and urbanization. Seeing its barren patches inspired us to work harder. Each team was assigned specific areas, and we began digging, planting, and watering the saplings with enthusiasm. Some of us also decorated the area with small signs carrying messages like "Plant Trees, Save Earth" and "Green Today for a Better Tomorrow."

As the morning progressed, passersby stopped to watch and even offered to help. It was heartwarming to see the community come together. A local shopkeeper brought water bottles for the volunteers, while a few elderly residents shared stories of how the park used to be a haven for children and families years ago. Their words motivated us even more.

By the afternoon, all the saplings had been planted, and the park looked transformed. Although it would take years for the trees to grow, we felt proud of taking the first step. The event concluded with a short speech by our principal, who reminded us that taking care of the saplings was as important as planting them. Each team pledged to visit the park regularly to ensure the trees grew strong and healthy.

The tree plantation drive taught me the importance of environmental conservation and collective action. It showed me how small efforts can create a ripple effect, inspiring others to join the cause. As I walk past the park now, I feel a sense of pride knowing that we contributed to its revival. It was not just an event; it was a lesson in responsibility, teamwork, and the power of nature.

(c) Competition Brings Out the Best in People

For the Motion :

Competition is often seen as a driving force behind progress and self-improvement. I strongly believe that competition brings out the best in people by pushing them to strive for excellence and achieve their full potential.

Firstly, competition encourages individuals to work harder and smarter. When faced with a challenge, people are motivated to go beyond their comfort zones and put in their best effort.

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For instance, students preparing for an exam or athletes training for a championship often perform better when they know they are competing against others. The desire to excel pushes them to improve their skills, increase their focus, and develop discipline.

Secondly, competition fosters creativity and innovation. In fields like science, technology, and the arts, competition has led to groundbreaking discoveries and inventions. Rivalries between companies or individuals often result in better products, ideas, or solutions, benefiting society as a whole. The competitive spirit fuels the quest for improvement and drives progress.

Moreover, competition helps people develop resilience and adaptability. It teaches individuals how to handle pressure, overcome failures, and learn from mistakes. These qualities are essential for success in both personal and professional life. For example, a student who doesn't win a debate competition may reflect on their performance, identify areas of improvement, and come back stronger in the next round.

However, competition should always be healthy. When approached with a positive mindset, it builds character and promotes camaraderie among peers. It instills a sense of fairness, respect for others' abilities, and the understanding that success comes from hard work.

In conclusion, competition is a powerful tool for personal and societal growth. While it may create challenges, it also brings out qualities like determination, creativity, and resilience. When embraced in the right spirit, competition truly brings out the best in people and paves the way for progress and achievement.

(d) A Bustling Train Station

The train station during peak hours is a symphony of chaos and energy. As I arrived at the station one evening to catch my train, I was immediately engulfed by the bustling crowd. The platform was a sea of people-commuters rushing to catch their trains, vendors loudly advertising their wares, and porters carrying heavy luggage on their shoulders.

The sights were vibrant and diverse. Travelers with suitcases weaved through the crowd, while families with young children waited near benches, their luggage stacked high. On one corner of the platform, a tea vendor stirred his steaming pot of chai, the aroma mingling with the scent of freshly fried snacks from another stall. Newspaper vendors hurriedly sold their stacks to passengers eager for a read during their journey.

The announcements blared over the speakers, struggling to compete with the din of the crowd. Trains whistled as they approached or departed, their rhythmic clatter blending with the chatter of passengers. A group of students laughed loudly as they boarded, their excitement about their trip palpable. Nearby, a businessman spoke animatedly into his phone, oblivious to the chaos around him.

The emotions on the platform were as varied as the people present. Some passengers looked relaxed, enjoying a cup of tea while waiting for their train. Others, running to catch a departing train, wore expressions of panic and urgency. A family waved goodbye to their loved ones, their eyes glistening with tears, while a young couple greeted each other with warm hugs, their joy evident.

As the train I was waiting for pulled into the station, the platform came alive with activity. Doors opened, and passengers spilled out, jostling past those trying to board. Amid the noise and commotion, I couldn't help but marvel at the organized chaos of it all.

The train station, though hectic, is a microcosm of life itself-a place where stories begin and end, where people from all walks of life come together for a brief moment before continuing their journeys. It reminded me of the beauty in the diversity of human experiences and how even in the busiest of places, there is a rhythm and order that connects us all.

(e) A Picture of Serenity

The image of the winter landscape, with two bare trees framing a snow-covered park bench and a foggy bridge in the background, evokes a sense of peace and solitude. It reminds me of a day last winter when I found myself seeking solace in a similar setting.

It was the first snowfall of the season, and I had ventured out early in the morning, drawn by the quiet beauty of the freshly blanketed park. The world seemed to have paused. The snow crunched softly beneath my boots, and my breath formed small clouds in the crisp air. The trees stood tall and bare, their branches stretching like arms to embrace the stillness around them.

As I approached the park bench, I noticed how untouched the scene was, as if it had been waiting for someone to come and appreciate its tranquility. I sat down, my gloved hands resting on my lap, and let the calm wash over me. In

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the distance, the outline of a bridge emerged faintly through the mist, its lights shimmering like distant stars. The quiet lapping of water against the shore was the only sound, adding to the meditative quality of the moment.

The scene encouraged reflection. Sitting there, I thought about the fast-paced rhythm of life and how moments like these, rare and fleeting, remind us to slow down. The fog obscuring the bridge felt symbolic-like the uncertainties of life that can seem daunting until we take a moment to pause and regain clarity.

As the day unfolded, a few others walked through the park, their figures ghostlike in the mist. Yet, even in their presence, the atmosphere of solitude remained. It felt as though the snow and fog had cocooned the park in a quiet sanctuary.

This scene, much like the picture, taught me the value of stillness. In a world filled with noise and chaos, there is immense beauty in a silent winter morning-a reminder that nature often holds the answers we seek, offering peace and perspective when we need it the most. Even now, that moment stays with me as a memory of pure serenity and introspection.

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3. Write a composition (300–400 words) on any one of the following:

(a) Write an original short story that begins with the sentence : "It was the most unexpected phone call I had ever received."

(b) Your school hosted a cultural exchange program. Write an account of the event, highlighting the activities and what you learned from interacting with students from another culture.

(c) "The pursuit of money is destroying the environment."
Express your views either for or against this statement.

(d) Describe a memorable evening you spent watching the sunset. Include details of the setting, the emotions it evoked, and why it was special.

(e) Study the picture given below. Use it to write a story, description, or account of what it suggests to you. Your response should be clearly connected to the picture.

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Ans :

(a) The Unexpected Call

It was the most unexpected phone call I had ever received. On a quiet Sunday afternoon, as I sat flipping through an old photo album, my phone buzzed with an unknown number flashing on the screen. Curious, I answered, and the voice on the other end said, "Hello, this is Inspector Sharma. We've found something that belongs to your family."

I was taken aback. The inspector explained that a suitcase had been recovered during the renovation of an old house in another part of town. The suitcase contained letters and photographs bearing my family name. Intrigued and puzzled, I decided to visit the police station the next day.

When I arrived, the inspector handed me a dusty suitcase. The initials "K.R." were embossed on it, the same as my great-grandfather's name. My heart raced as I opened the suitcase. Inside were black-and-white photographs, letters, and a diary. The diary detailed my great-grandfather's journey as a freedom fighter during India's struggle for independence. It described his life in hiding, the sacrifices he made, and the dreams he had for the future generations of his family.

One letter stood out-it was addressed to my grandfather, expressing hope that the family would continue to uphold values of courage, kindness, and resilience. Reading those words, I felt an overwhelming connection to a man I had never met but whose legacy shaped my family.

The discovery brought my family together. We spent days piecing together stories from the diary and photographs. It reminded us of our roots and the sacrifices made by our ancestors.

The suitcase, once forgotten, became a cherished symbol of our heritage.

That phone call, though unexpected, changed how I viewed my family's history. It reminded me that our past holds stories waiting to be discovered and shared.

(b) The Cultural Exchange Program

Last month, our school hosted a cultural exchange program with students from a school in Japan. It was an enriching experience that left a lasting impression on everyone involved.

The event began with a warm welcome ceremony. Our school auditorium was decorated with flags and banners representing both countries. The Japanese students, dressed in traditional kimonos, presented an elegant dance performance. In return, our students showcased a classical Indian dance, accompanied by the beats of the tabla. The applause and cheers from the audience created an atmosphere of camaraderie and mutual appreciation.

Over the next few days, various activities were planned to encourage interaction and learning. Workshops on calligraphy, origami, and tea ceremonies gave us a glimpse into Japanese traditions. In exchange, we introduced our guests to rangoli-making, yoga, and Indian cooking. It was fascinating to see how art, cuisine, and customs could bridge cultural gaps.

The program also included discussions and group projects. I worked with a Japanese student named Akira on a presentation about sustainable living practices in our respective countries. While discussing ideas, we realized that despite our different backgrounds, we shared common concerns about the environment. The exchange of ideas not only enhanced our project but also deepened our understanding of each other's perspectives.

The highlight of the program was a day trip to a historical site. As we explored the monuments together, we exchanged stories about our countries' histories and traditions. The laughter, shared photographs, and spontaneous group selfies made the day unforgettable.

When the program came to an end, there were tearful goodbyes and promises to stay in touch. The bonds we formed during those few days felt special and genuine.

The cultural exchange program taught me that diversity is a strength and that understanding different cultures enriches our lives. It also reminded me of the importance of open-mindedness and the joy of forming connections beyond borders.

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(c) The Pursuit of Money Is Destroying the Environment

For the Motion :

I firmly believe that the relentless pursuit of money is causing severe harm to the environment. In the race for profit, industries and individuals often prioritize economic gain over ecological preservation, leading to disastrous consequences.

Firstly, deforestation is a glaring example of how money-driven activities harm the environment. Forests are cleared to make way for commercial agriculture, logging, and urban development. This not only destroys habitats but also contributes to global warming by reducing the earth's ability to absorb carbon dioxide.

Secondly, industries seeking to maximize profits often disregard environmental regulations. Factories release toxic chemicals into rivers and air, while mining activities leave landscapes scarred and ecosystems disrupted. The demand for fossil fuels to power economic growth further accelerates climate change and depletes natural resources.

Additionally, consumerism driven by profit-focused businesses leads to overproduction and waste. From plastic packaging to electronic gadgets, the emphasis on creating and selling more products results in pollution and resource depletion. Landfills overflow with non-biodegradable waste, while oceans suffer from the dumping of industrial and household trash.

Critics argue that economic growth is necessary for development. While this may be true, it should not come at the cost of the planet. Sustainable practices, such as renewable energy, eco-friendly packaging, and responsible consumption, prove that progress and environmental care can coexist.

In conclusion, the pursuit of money, when unchecked, wreaks havoc on the environment. It is crucial to balance economic ambitions with ecological responsibility. After all, without a healthy planet, financial success becomes meaningless.

(d) A Memorable Evening Watching the Sunset

One evening, after a long and tiring day, I decided to visit the hilltop near my house, a place known for its stunning sunset views. As I climbed the gentle slope, the cool breeze carried the scent of

wildflowers and rustling leaves. The sky above was beginning to transform, shifting from soft blue to shades of orange, pink, and gold.

By the time I reached the top, the sun was nearing the horizon, a fiery orb casting its warm glow across the landscape. The clouds seemed to dance around it, their edges painted in crimson and violet hues. The sight was nothing short of magical. I found a comfortable spot on a rock and settled down to watch nature's masterpiece unfold.

The birds were returning to their nests, their melodic chirping creating a serene symphony. The silhouettes of trees stood out against the vibrant sky, and the distant sound of temple bells added a sense of calm. Below, the town lights began to flicker on, merging the beauty of the natural and human-made worlds.

As the sun sank lower, the sky turned into a canvas of deep red and purple. The peaceful scene filled me with a sense of gratitude and reflection. The setting sun seemed to whisper that endings are not always sorrowful; they bring closure and pave the way for new beginnings.

I spent the remaining moments reflecting on life, my goals, and the importance of finding joy in simple things. The sunset wasn't just a visual treat; it felt like a spiritual experience, reminding me to slow down and appreciate the world around me.

When the last rays of sunlight disappeared, leaving a gentle twilight, I felt rejuvenated and content. That evening became a cherished memory, one I often revisit when I need a moment of peace. Watching the sunset was more than just a beautiful sight; it was a reminder of life's fleeting yet beautiful moments.

(e) A Picture of Courage

The image of a firefighter battling flames brings to mind an incident in my neighborhood last year. It was a quiet evening when a sudden explosion shattered the calm. Looking out of my window, I saw thick black smoke rising from a nearby building. The fire spread rapidly, and panic ensued as residents ran to safety.

Within minutes, the fire brigade arrived. Their bright uniforms and flashing sirens brought hope amidst the chaos. Among the firefighters was a young woman who immediately took charge. She assessed the situation and climbed a tall ladder to reach the upper floors, where some people were trapped. Despite the intense heat and swirling smoke, her movements were precise and fearless.

The crowd watched in awe as she worked tirelessly to rescue a family trapped on the top floor. The sight of her carrying a small child down the ladder moved everyone to tears. Her courage and dedication inspired those around her, and her calm demeanor under pressure reassured the anxious crowd.

The rescue operation continued for hours as the firefighters fought the raging flames. Buckets of water, hoses, and teamwork combined to bring the fire under control. By the end of the night, they had successfully evacuated everyone from the building and ensured no lives were lost.

The image of that young firefighter stayed with me long after the incident. It symbolized bravery, selflessness, and the human spirit's capacity to rise above fear. Her actions reminded me that true heroes are not those who seek recognition but those who step forward in times of need.

The picture of courage depicted in the scene serves as an inspiration to face challenges head-on and to always help others, even when the task seems daunting. It's a testament to the strength and resilience that lies within us all.

4. Write a composition (300–400 words) on any one of the following:

(a) Write an original short story that begins with the sentence : "A sudden knock at the door in the middle of the night changed everything."

(b) Your school hosted a science exhibition. Write an account of the event, focusing on the exhibits and how it inspired students to explore scientific ideas.

(c) "Education is the key to solving global issues."
Express your views either for or against this statement.

(d) Describe a rainy day in your city. Focus on the atmosphere, the sights, sounds, and how the rain affects people's moods.

(e) Study the picture given below. Use it to write a story, description, or account of what it suggests to you. Your response should be clearly connected to the picture.

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Ans :

(a) A Knock at Midnight

A sudden knock at the door in the middle of the night changed everything. The clock struck twelve as I jolted awake, startled by the sound. My parents were away for a family emergency, and I was home alone. For a moment, I wondered if I had imagined the noise, but then it came again-louder, more urgent.

Heart pounding, I tiptoed to the door and peeked through the peephole. A disheveled man stood there, shivering in the cold. He looked desperate, his clothes drenched from the rain. I hesitated but eventually cracked the door open slightly. "Please help me," he said, his voice trembling. "My car broke down, and my phone's dead. I just need to make a call."

Reluctantly, I let him in. He explained he had been stranded for hours and had walked miles looking for help. Handing him my phone, I watched as he called a tow truck. His gratitude was genuine, and as he sat by the heater to warm up, he shared bits of his story-a traveling salesman trying to reach his family.

The tow truck arrived within the hour, and he thanked me profusely before leaving. The encounter, though brief, left a lasting impression on me. It taught me that kindness requires courage, especially in uncertain situations.

That night, the unexpected knock reminded me of the importance of trust and compassion. Sometimes, helping a stranger in need can create a ripple of goodwill, reaffirming our shared humanity.

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(b) The Science Exhibition

Our school's annual science exhibition was an extraordinary event that showcased the creativity and curiosity of students. Weeks of preparation culminated in a day filled with excitement, learning, and innovation.

The school auditorium buzzed with energy as visitors arrived. Each class had set up its own section, with students proudly presenting their projects. From solar-powered devices to models explaining climate change, the exhibits reflected a wide range of topics.

One project that caught everyone's attention was a robotic arm built by senior students. It could perform simple tasks like picking up objects and even writing! Another group presented a working model of a water purification system, demonstrating its effectiveness with polluted samples.

As I walked around, I marveled at the ingenuity of my peers. The exhibition wasn't just about science; it was about collaboration and problem-solving. The interactions between students and visitors highlighted the importance of sharing knowledge and sparking curiosity.

The event ended with a prize distribution ceremony, where the best projects were recognized. More than the awards, what stood out was the sense of accomplishment on every student's face. The science exhibition inspired me to think critically and explore the wonders of the scientific world.

(c) Education Is the Key to Solving Global Issues

For the Motion :

I strongly believe that education is the most powerful tool for addressing global challenges. Whether it is poverty, climate change, or inequality, education provides the foundation for finding sustainable solutions.

Firstly, education empowers individuals with knowledge and skills. It enables people to secure better jobs, breaking the cycle of poverty. For instance, access to quality education equips children in underdeveloped countries to grow into skilled professionals, contributing to their nation's economy.

Secondly, education fosters critical thinking and innovation. Complex issues like climate change require creative solutions, which can only emerge when people are educated about the science behind these problems. Schools and

universities can teach sustainable practices, encouraging students to adopt eco-friendly habits and advocate for policy changes.

Moreover, education promotes equality by reducing gender disparities. Educating girls, for example, leads to lower birth rates, improved health outcomes, and more inclusive economic growth. It also encourages tolerance and understanding, reducing conflicts fueled by ignorance and prejudice.

Critics might argue that education alone cannot solve global issues. While this is partially true, education is a catalyst that drives other efforts. It raises awareness, inspires action, and builds a foundation for long-term progress.

In conclusion, education is not just a tool for personal development but a solution for global challenges. By investing in education, we can create a world that is informed, equitable, and equipped to tackle its most pressing problems.

(d) A Rainy Day in the City

It was a gloomy morning as gray clouds hovered low, signaling the arrival of rain. By noon, a gentle drizzle had turned into a steady downpour, transforming the city into a blend of chaos and charm. The streets glistened with water, reflecting the muted hues of the sky.

Pedestrians hurried along, clutching umbrellas and dodging puddles. The vibrant colors of their umbrellas created a stark contrast against the gray surroundings. Vendors scrambled to protect their goods with plastic sheets, their voices calling out to passersby despite the rain. Cars crawled through waterlogged roads, their headlights cutting through the mist. The honking of frustrated drivers blended with the rhythmic patter of raindrops on roofs.

The rain brought both inconvenience and unexpected beauty. The scent of wet earth filled the air, mingling with the aroma of freshly fried pakoras and steaming chai from roadside stalls. Children, oblivious to the troubles caused by the rain, splashed in puddles, their laughter ringing out. Their joy was infectious, a reminder of the simple pleasures that rain could bring.

The trees and plants appeared greener, their leaves washed clean of dust, adding a refreshing vibrancy to the otherwise dull atmosphere. Streetlights flickered to life as the rain persisted into the evening, their reflections dancing on the wet roads. Despite the challenges, there was a quiet charm in watching people adapt to the weather-sharing umbrellas, helping strangers cross flooded streets, and finding shelter in crowded shops.

As I sipped a hot cup of chai under a makeshift tent, I felt a strange sense of peace amidst the chaos. The rain seemed to slow down the city's relentless pace, encouraging moments of stillness and reflection.

By the time the rain eased, the city had taken on a serene beauty. The streets sparkled under the glow of lights, and the cool, fresh air carried a sense of renewal. That rainy day reminded me of how nature, even in its disruptive moments, has the power to bring people together and create memories that linger long after the skies have cleared.

(e) A Picture of Strength

The image of a rescue worker carrying a child through floodwaters immediately brings to mind the resilience and bravery of those who risk their lives to save others during natural disasters. It reminds me of a real-life story from last year when a neighboring village was struck by heavy monsoon floods.

The relentless rains had caused rivers to overflow, submerging homes and roads. Among the rescue team was a firefighter named Rajan, whose dedication became the symbol of hope for the affected villagers. In one particularly moving incident, Rajan carried a young boy to safety through neck-deep water, all while battling strong currents and heavy rain. The boy's parents had been swept away earlier, and Rajan's efforts ensured that the child survived and reunited with extended family.

The rescue operations continued for days, with Rajan and his team working tirelessly to evacuate stranded villagers. The image of him carrying the boy became a powerful symbol of selflessness and strength. It was widely shared, not just for the act itself, but for the message it conveyed about humanity's ability to rise above adversity.

The picture also reminds me of the incredible coordination and teamwork required during such crises. Volunteers worked alongside rescue personnel to provide food, shelter, and medical aid to displaced families. Local schools were converted into temporary shelters, and everyone pitched in to help rebuild the community.

For me, the image represents more than just physical strength. It embodies courage, compassion, and the unyielding human spirit in the face of disaster. The flood left devastation in its wake, but the efforts of people like Rajan

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showed that even during the darkest times, acts of kindness and bravery can shine a light of hope.

The picture remains etched in my memory as a reminder that heroes often emerge in the most unexpected circumstances, proving that resilience and empathy can overcome even the greatest challenges.

5. Write a composition (300–400 words) on any one of the following:

(a) Write an original short story that begins with the sentence : "The box was small, but it held something that changed my life forever."

(b) Your school organized a sports day event. Write an account of the event, describing the activities, the winners, and the spirit of teamwork it inspired.

(c) "Books are a better source of knowledge than the internet."
Express your views either for or against this statement.

(d) Describe a quiet evening spent by a lake. Focus on the sights, sounds, and the emotions it evoked.

(e) Study the picture given below. Use it to write a story, description, or account of what it suggests to you. Your response should be clearly connected to the picture.

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Ans :

(a) The Box That Changed Everything

The box was small, but it held something that changed my life forever. It arrived unexpectedly one morning, delivered by a courier with no sender's name. Curious and a little apprehensive, I opened it. Inside was an old, intricately carved locket accompanied by a note that read, "Your family history is more important than you know."

The locket had a faded photograph of a woman and a child, neither of whom I recognized. Intrigued, I showed it to my grandmother. Her eyes widened as she held it, tears forming in the corners of her eyes. "This belonged to my mother," she said softly. "I lost it years ago, and I thought I'd never see it again."

Over the next few days, my grandmother shared stories of her mother-how she had bravely raised her children during a time of great struggle. She spoke of the hardships they endured and the sacrifices her mother made to ensure they had a better life. Each story painted a vivid picture of resilience, love, and hope.

The locket became a symbol of our family's journey. Inspired by these stories, I began researching our family history, piecing together fragments of the past. I discovered relatives I didn't know existed and learned about their contributions to the community.

That small box did more than reconnect my grandmother with a lost piece of her past. It deepened my appreciation for my roots and the strength of the people who came before me. It taught me that understanding where we come from can profoundly shape who we are and the paths we choose.

To this day, the locket sits in a place of honor in our home, a constant reminder of the legacy I carry. The unexpected arrival of that small box not only changed my perspective but also brought my family closer together.

(b) The Spirit of Sports Day

Last month, our school celebrated its annual sports day with great enthusiasm. The event was a culmination of weeks of preparation, and the excitement among students was palpable.

The day began with a grand opening ceremony. The school band played a lively tune as the chief guest, a former national athlete, hoisted the flag and declared the event open. The participants, dressed in their respective house colors, marched proudly during the parade, their synchronized steps drawing loud applause from the audience.

The track events kicked off with a 100-meter race that kept everyone on the edge of their seats. Cheers erupted as students sprinted toward the finish line, giving their best despite the sweltering heat. Field events like long jump and shot put showcased remarkable skill and determination, while team sports like relay races and tug-of-war

highlighted the importance of teamwork.

One of the most memorable moments was the staff-student relay race. The sight of teachers running alongside their students brought smiles and laughter to everyone. It was a heartwarming reminder of the camaraderie shared within the school community.

The event concluded with a prize distribution ceremony. The chief guest praised the students for their efforts and emphasized the role of sports in building character and resilience. The winning house received the championship trophy, but it was clear that every participant felt like a winner that day.

Sports day wasn't just about competition; it was about celebrating effort, teamwork, and school spirit. The event left us all inspired to strive for excellence, both on and off the field.

(c) Books Are a Better Source of Knowledge Than the Internet

For the Motion :

I strongly believe that books are a better source of knowledge than the internet. While the internet offers vast amounts of information, books provide depth, credibility, and a unique learning experience.

Firstly, books are curated by experts, ensuring the reliability of the content. Unlike the internet, which is flooded with unverified information, books go through rigorous editing and fact-checking processes. This makes them a more trustworthy source of knowledge.

Secondly, books encourage focus and deep thinking. Reading a book requires sustained attention, allowing readers to absorb concepts fully and reflect on them. In contrast, the internet often promotes skimming and superficial understanding due to its overwhelming volume of information and distractions like ads and pop-ups.

Moreover, books are timeless. Classic works of literature, history, and science have been instrumental in shaping society and remain relevant across generations. While internet trends come and go, books preserve knowledge in its purest form.

Critics might argue that the internet is faster and more convenient. While this is true, the speed of information comes at the cost of quality. The internet often sacrifices depth for brevity, making it less effective for comprehensive learning.

In conclusion, books provide a deeper, more reliable, and more enriching learning experience than the internet. They foster critical thinking, preserve timeless knowledge, and offer a sense of authenticity that digital platforms cannot replicate.

(d) A Quiet Evening by the Lake

The lake stretched out before me, its surface calm and glistening under the golden hues of the setting sun. It was a quiet evening, the kind that soothes the soul and invites reflection. The air was cool and carried a faint, earthy aroma from the surrounding trees.

As I sat on a rock by the edge of the lake, I watched ripples form whenever a gentle breeze touched the water. Occasionally, a fish would leap out, creating small splashes that echoed in the stillness. Birds flew across the sky, their silhouettes dark against the vibrant colors of the sunset-shades of orange, pink, and purple blended seamlessly, painting the horizon.

The quiet was punctuated by soft, natural sounds. Crickets began their evening symphony, and the rustling of leaves added a soothing rhythm. A family of ducks glided gracefully across the water, their wake creating delicate patterns on the lake's surface. In the distance, I could hear faint laughter from a group of picnickers, their voices fading as they packed up to leave.

Sitting there, I felt a profound sense of peace. The lake seemed to mirror my thoughts, calm yet deep. I reflected on the events of the day, my goals, and the small joys I often overlook in the rush of life. The stillness of the water and the beauty of the evening reminded me to slow down and appreciate the present moment.

As the sun dipped lower, the sky darkened, and the first stars began to twinkle. The lake now reflected the night sky, creating an almost magical effect. Reluctantly, I decided it was time to head back, but the memory of that evening stayed with me.

That quiet evening by the lake wasn't just a moment of relaxation-it was a reminder of the importance of reconnecting with nature and finding tranquility in the midst of life's chaos.

(e) A Picture of Reconciliation

The picture of two men embracing amidst the vibrant colors of Holi takes me back to a story my grandmother told me-a story of friendship, misunderstandings, and the power of forgiveness.

In a small town, two childhood friends, Ramesh and Vijay, were inseparable. They played together, studied together, and dreamed of a future

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where their friendship would remain unshaken. However, as they grew older, a misunderstanding over a trivial matter drove them apart. Words were exchanged in anger, and the bond they once cherished was broken.

Years passed, and life took them in different directions. Both men settled in the same housing society but avoided each other, their hearts heavy with unresolved emotions. Then, one Holi, everything changed.

The housing society organized a Holi Milan on the central lawn. Families gathered, children laughed, and clouds of vibrant colors filled the air. Ramesh and Vijay, reluctant at first, attended the event, staying on opposite sides of the crowd. Amidst the celebration, their eyes met for the first time in years. The sight of each other, drenched in color and surrounded by joy, stirred something deep within them.

Tentatively, Vijay took a handful of colored powder and walked toward Ramesh. Without saying a word, he smeared the color on Ramesh's face, a gesture of reconciliation. Ramesh, moved by the moment, embraced his old friend. The years of bitterness melted away as they hugged, tears mixing with the colors on their faces.

The scene was a powerful reminder of how Holi symbolizes unity and renewal. The crowd cheered, and others joined in the celebration, inspired by the reunion. The festival, once just an occasion, became a turning point that restored a bond thought to be lost.

Looking at the picture, I am reminded that forgiveness has the power to heal even the deepest wounds. It taught me that life is too short to hold onto grudges and that festivals like Holi are not just about colors but also about bringing people closer.

6. Write a composition (300–350 words) on any one of the following:

(a) Write an original short story in which a lost diary, a school principal, and a mysterious letter form the main elements.

(b) Your school organized a group visit to an old-age home. Write an account of your visit, focusing on how it impacted you and what you learned from the experience.

(c) "Social media connects but also divides." Express your views either for or against this statement.

(d) Describe a park or garden near your house. Give details of the sights and sounds you notice as you sit there, and what makes the place special to you.

(e) Study the picture given below. Write a story, a description, or an account of what it suggests to you. Your composition may be about the subject of the picture or you may take suggestions from it; however, there must be a clear connection between the picture and your composition.

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Ans :

(a) The Mystery of the Lost Diary

It was a rainy afternoon when I found a weathered diary lying near the school playground. The name "Rohan K." was scribbled across the cover in faded ink. Unable to suppress my curiosity, I opened it. Inside, the pages revealed a mix of detailed notes, hand-drawn maps, and a mysterious letter addressed to the school principal. The letter spoke about a hidden key and something important in the school library. Intrigued, I decided to hand the diary over to the principal the next day.

When I approached Mr. Roy, our school principal, he seemed taken aback. He explained that Rohan had been a student at the school decades ago but had tragically passed away in an accident. The diary and the letter suggested that Rohan had left behind something significant. With Mr. Roy's approval, we embarked on a mission to uncover the mystery.

The library became our focus. We combed through dusty bookshelves, opened forgotten drawers, and examined every corner. After hours of searching, we found a small compartment hidden behind a shelf. Inside, we discovered a wooden box containing a key, along with more

notes and sketches. These documents turned out to be a detailed account of the school's history, chronicling its founding and milestones.

Mr. Roy decided to preserve Rohan's work in the school archives. The diary became a symbol of Rohan's creativity and dedication, reminding us of the value of recording memories and preserving the past.

This experience was unforgettable. It taught me how even a simple object, like a lost diary, can carry untold stories and unlock mysteries. It also made me appreciate the importance of curiosity and the beauty of uncovering hidden histories. The diary's discovery was not just a personal adventure; it became a meaningful contribution to our school's legacy.

(b) A Visit to an Old-Age Home

Last month, our school organized a visit to a nearby old-age home, and it turned out to be one of the most touching experiences of my life. As we entered, we were greeted with warm smiles from the elderly residents, who seemed genuinely happy to see us. The home was modest yet well-maintained, with neatly arranged rooms and a vibrant garden full of blooming flowers.

We were divided into small groups and encouraged to interact with the residents. I was paired with an elderly gentleman named Mr. Kapoor, a retired school teacher. As we sat together, he shared stories from his youth, especially about his teaching days. He spoke with such enthusiasm that I could almost picture the classrooms and students he described. Despite his cheerful demeanor, I could sense an underlying loneliness in his voice, which made me realize how much our presence meant to him.

Later, we performed a small cultural program, including songs, dances, and skits. The residents clapped and laughed, their joy lighting up the room. One elderly woman even joined in by singing along to an old Hindi song, which brought a smile to everyone's faces.

Before leaving, I spoke with Mrs. D'Souza, another resident, who expressed how rare and special it was to have young people visit them. Her words, "You brought life to this place today," deeply moved me. I realized how often the elderly are forgotten and how small acts of kindness can mean the world to them.

The visit taught me valuable lessons about empathy and the importance of making time for others. It made me reflect on how we often get caught up in our busy lives and forget to show compassion. I left the old-age home with a sense of fulfillment and a promise to return. The experience not only brightened their day but also enriched my perspective on life.

(c) Social Media Connects but Also Divides

For the Motion :

Social media has revolutionized the way we communicate, bridging distances and connecting people across the globe. However, I firmly believe that it divides as much as it unites.

Firstly, while social media enables instant communication, it often replaces genuine, face-to-face interactions. People spend hours scrolling through their feeds and chatting online but rarely make time for real conversations. This creates a superficial sense of connection, where relationships lack depth and sincerity.

Secondly, social media amplifies differences. Political debates, cultural disagreements, and personal opinions often escalate into heated arguments online. Instead of promoting understanding, social media becomes a battleground for conflicts. For instance, people tend to form echo chambers by following those who share similar views, further isolating themselves from differing perspectives.

Moreover, the curated nature of social media fosters unrealistic comparisons. Users often share only the best aspects of their lives, creating an illusion of perfection. This leads to feelings of inadequacy and jealousy among others, straining relationships rather than strengthening them.

Lastly, the addictive nature of social media takes a toll on mental health and real-world interactions. Many people prioritize their online presence over spending quality time with loved ones, further widening the divide.

In conclusion, while social media has undeniable benefits, its negative effects cannot be overlooked. It creates an illusion of connection while fostering division, isolation, and misunderstanding. To truly connect, we must prioritize meaningful, real-life interactions over virtual ones.

(d) A Peaceful Morning in the Park

The park near my house is my favorite place to escape the chaos of daily life. Every morning, I visit this tranquil spot, and it never fails to refresh my mind and spirit.

As I step inside, the fresh scent of blooming flowers greets me, mingling with the earthy aroma

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of dew-soaked grass. The morning sun filters through the tall trees, casting dappled patterns on the ground. Birds chirp melodiously, their songs creating a soothing symphony that drowns out the noise of the bustling city beyond.

The park is always alive with activity. Joggers pace along the winding paths, their rhythmic footsteps blending harmoniously with the natural sounds around them. Children run across the open fields, their laughter echoing as they play games. In one corner, an elderly couple sits on a bench, chatting quietly as they enjoy the calmness of the morning.

The park is a visual delight. Vibrant flowers like roses, marigolds, and hibiscus bloom in clusters, adding splashes of color to the lush greenery. A small pond lies at the heart of the park, its surface shimmering under the sunlight. Ducks glide gracefully across the water, and an occasional ripple breaks the pond's stillness.

What I love most about the park is its ability to bring people together. Despite our different routines, everyone shares a moment of peace here. The sense of community is heartwarming, as strangers exchange smiles and greetings, brought together by the simple joy of nature.

As I sit on a wooden bench and take in the sights and sounds, I feel a sense of gratitude for this little haven. The park is not just a place for physical exercise; it's a sanctuary for the mind and soul. Each visit leaves me feeling calmer, more focused, and inspired to face the day ahead.

(e) The Picture of Joy

The picture captures the essence of happiness and friendship-a group of children laughing and playing together. It reminds me of a summer camp I attended last year, which became one of the most memorable experiences of my childhood.

The camp was held in a picturesque field surrounded by hills and trees. On the first day, our instructor organized an icebreaker activity to help us bond. We played a game similar to what the children in the picture are doing-a trust-building exercise where we formed teams and had to complete a relay race.

I remember the laughter and joy that filled the air as we stumbled, ran, and cheered each other on. At first, we were strangers, hesitant and unsure. But as the game progressed, the barriers between us dissolved, and we began to work as a team. By the end of the day, we were no longer just participants; we were friends.

The camp was packed with activities-treasure hunts, nature walks, and storytelling sessions around a campfire. Each day brought new challenges and adventures, but the camaraderie we shared made everything enjoyable. One of my favorite memories was sitting by the fire at night, roasting marshmallows and singing songs, surrounded by the warmth of friendship.

The joy captured in the picture reflects exactly how I felt during the camp-carefree, connected, and full of life. It reminds me of the importance of stepping away from routine and embracing moments of fun and togetherness. The friendships I made at that camp remain close to my heart, and the experience taught me the value of teamwork and trust.

Looking at the picture, I am reminded of how such simple, joyful moments can create lasting memories. It inspires me to seek out opportunities for connection and to cherish the bonds I share with those around me.

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CHAPTER 2

LETTER WRITING

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INTRODUCTION

Letter writing is an essential component of the ICSE Class 10 English Language examination. In question 2, students choose between two topics : one formal and one informal letter. Choosing the correct format, tone, and language is critical for scoring well. Key aspects evaluated include proper format with correct placement of addresses, date, salutation, and signature. Content must have a clear introduction, a strong conclusion, and address all points. Expression is judged on appropriate vocabulary, clarity, and effective sentence structure. A well-written letter reflects a student's understanding, ability to organize ideas, and proficiency in English.

TYPES OF LETTERS

Letter writing involves two main types : formal letters and informal letters. Each type serves a distinct purpose and requires a specific tone, style, and format.

1. **Formal Letters :** These are written for official or professional communication, such as writing to an organization, editor, principal, or government authority. The tone is polite, concise, and objective, focusing on the subject matter directly.
2. **Informal Letters :** These are personal letters addressed to friends, family, or acquaintances. They follow a conversational tone and allow for warmth and emotional expression while maintaining clarity and coherence.

Understanding the structure and tone of these letter types is essential for effectively addressing the purpose of the communication.

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FORMAL LETTERS

Formal letters are written for official or professional purposes, such as addressing authorities, organizations, or businesses. They follow a specific structure, including the sender's and receiver's addresses, date, subject, salutation, body, complimentary close, and signature. The tone is polite, concise, and objective, focusing directly on the subject without unnecessary details. Formal letters are used to request information, lodge complaints, apply for jobs, or communicate official matters, requiring accuracy and professionalism throughout.

POINTS TO REMEMBER

1. Address and Date

- The address refers to the writer's address, which should be written at the top margin of the page.
- The address must be written in 3 lines only.
- You may use an imaginary address; it is not necessary to use your real one.
- Ensure all three lines of the address are in perfect alignment.
- Line 1 : Includes the house number/street/road name, followed by a comma.
  Example : 12, Park Avenue,
- Line 2 : Includes the area name, followed by a comma.
  Example : Connaught Place,
- Line 3 : Includes the city name, followed by a hyphen, the pin code, and a full stop.
  Example : Delhi - 110001.
  Example Address:
  12, Park Avenue,
  Connaught Place,
  Delhi - 110001.

2. Important Points:

- Avoid using abbreviations in the address or letter.
  Example:

P. Ave × ⟶ Park Avenue ✓
Del × ⟶ Delhi ✓

3. Date:

- Write the date in this format : 15th January, 2025.
  (Date, followed by the month, followed by a comma, followed by the year, and ending with a full stop.)
  Example Date
  15th January, 2025.

4. Address of the Addressee

- Mentioning the addressee's address is mandatory and specific to formal letters. This address should be written immediately after the date, maintaining the same alignment.
- The address is formatted as follows:
  Line 1 : Designation of the recipient.
  Line 2 : Name of the organization/institution.
  Line 3 : Building/street number and street/road name (no abbreviations).
  Line 4 : Area/locality.
  Line 5 : City name and full pin code.
- The punctuation in the addressee's address should match the standard format used in informal letters.
  Example
  The Principal,
  ABC High School,
  15A, Church Road,
  Connaught Place,
  Delhi - 110001.

5. Greeting

- All formal positions should begin with Dear Sir or Dear Madam.
- Always place a comma after the greeting.
  Examples
  Dear Sir,
  Dear Madam,
  Dear Mr. Kapoor,
  Dear Mrs. Sharma,

6. Introduction (Paragraph 1):

- Limit the introduction to two sentences : one long and one short.
- Start the letter directly with the topic, introduce yourself (if required), and state the subject of the letter in the very first paragraph.

7. Body of the Letter (Paragraph 2):

- Write 6–7 sentences elaborating on the given topic.
- Maintain a formal tone throughout, avoiding personal communication.
- Language should be formal, crisp, and precise. Avoid unnecessary descriptions or irrelevant points.
- Use a good vocabulary and maintain politeness in all situations.
- For complaint letters, the tone may be firm but never rude.
- In semi-formal letters, the appeal can be personal in tone but formal in expression.

8. Conclusion (Paragraph 3):

- The conclusion should connect directly to the introduction but must not repeat points.
- Write no more than two sentences for the conclusion. If the content is long, a single well-written sentence may suffice.

9. Signing Off:

- End the letter with Yours faithfully, followed by a comma (Y should be capitalized, and f in faithfully in lowercase).
- Write your full name (with surname) on the next line.
- Do not use any punctuation after your signature.

EXAMPLES :

1. Write a letter to the Police Commissioner of your city drawing his/her attention to the menace of hawkers outside your school. Highlight the dangers they pose and offer solutions for their rehabilitation.

Ans :

Flat 12, Block A,
Rosewood Apartments,
MG Road,
Bangalore - 560001.
15th January, 2025.
The Police Commissioner,
Police Commissioner's Office,
14, Residency Road,
Bangalore - 560025.
Dear Sir,

I am writing to draw your attention to the issue of hawkers outside St. Mary's School in Indiranagar. I am the Secretary of the Clean Bangalore Club at St. Mary's School.

The hawkers sell open food and low-quality toys, which attract many students. This has led to the lane in front of our school becoming congested, dirty, and unhygienic. The presence of these hawkers not only disrupts the smooth flow

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of traffic but also poses health risks to students who buy food from them.

I request you to look into this matter and consider relocating the hawkers to a designated area nearby. This would ensure they do not lose their livelihood while keeping the school premises clean and orderly. Additionally, it is essential to educate them about maintaining hygiene and selling clean food to prevent any health hazards.

I trust you will take my suggestions into account and implement the necessary measures to resolve this issue effectively.

Thanking you,
Yours faithfully,
Arjun Sharma

2. Write a letter to the Municipal Corporation of your city requesting them to repair the damaged roads in your locality, highlighting the difficulties faced by the residents and suggesting timely solutions.

Ans :

Flat 25, Sunrise Apartments,
Park Street,
Kolkata - 700016.
15th January, 2025.
The Municipal Commissioner,
Municipal Corporation Office,
Park Circus,
Kolkata - 700017.
Dear Sir,

I am writing to bring to your attention the poor condition of roads in our locality, Park Street. The roads have been severely damaged due to recent rains, making it difficult for residents to commute safely. Large potholes have caused several accidents, especially during the night when visibility is low.

I request you to take immediate action to repair the roads and ensure proper drainage to prevent further damage. Timely repairs would improve safety for pedestrians and vehicles while reducing the risk of accidents.

I trust you will take prompt steps to resolve this pressing issue.

Thanking you,
Yours faithfully,
Rohit Sen

3. Write a letter to the Manager of your local electricity board office complaining about frequent power outages in your area and requesting immediate action to resolve the issue.

Ans :

10, Lake View Apartments,
Rajaji Nagar,
Hyderabad - 500029.
15th January, 2025.
The Manager,
Electricity Board Office,
Rajaji Nagar,
Hyderabad - 500029.
Dear Sir,

I am writing to bring to your notice the frequent power outages in our locality, Rajaji Nagar. These outages have become a regular occurrence, disrupting the daily lives of residents and causing inconvenience, especially during working hours. Students are also unable to study effectively due to the irregular power supply.

I request you to investigate the matter and take immediate measures to ensure an uninterrupted power supply. A quick resolution to this problem would greatly benefit all residents in the area.

Thanking you,
Yours faithfully,
Ananya Verma

4. Write a letter to the Head Postmaster of your city complaining about the delay in postal deliveries and its impact on important correspondence.

Ans :

32, Hilltop Apartments,
Shivaji Road,
Pune - 411003.
15th January, 2025.
The Head Postmaster,
Central Post Office,
Shivaji Nagar,
Pune - 411004.
Dear Sir,

I am writing to express my concern about the consistent delays in postal deliveries in our area, Shivaji Road. Important letters and parcels often arrive several days late, causing inconvenience and disruptions in personal and official matters.

I kindly request you to look into the issue and take corrective measures to ensure timely postal services. A reliable and prompt postal system is essential for smooth communication, and we hope this matter will be resolved soon.

Thanking you,
Yours faithfully,
Nisha Kapoor

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5. Write a letter to the Principal of your school requesting permission to organize a cleanliness drive in the school premises and explaining its significance.

Ans :

Room No. 5, Boys Hostel,
ABC School,
Delhi - 110054.
15th January, 2025.
The Principal,
ABC School,
Delhi - 110054.
Dear Sir,

I am writing to seek your permission to organize a cleanliness drive in our school premises as part of the Swachh Bharat Mission. The drive would involve cleaning the playground, classrooms, and common areas while spreading awareness about maintaining hygiene among students.

Such an initiative would not only enhance the cleanliness of our school but also instill a sense of responsibility and environmental awareness among students. I assure you that all necessary arrangements will be made, and the event will be conducted smoothly.

I kindly request your approval for this initiative.

Thanking you,
Yours faithfully,
Rahul Mehta

INFORMAL LETTERS

Informal letters are personal letters written to family members, friends, or acquaintances to convey feelings, share news, or maintain relationships. Unlike formal letters, they have a conversational tone and allow the writer to express emotions freely. The format includes the sender's address, date, greeting, body, conclusion, and a friendly sign-off. While the tone is casual, maintaining clarity, proper structure, and neatness is essential to ensure the message is effectively communicated.

POINTS TO REMEMBER

When writing informal letters, it is essential to follow a proper format and maintain neatness. These letters are personal and are typically written to family members or friends. Below are the key points to consider:

1. Address and Date:

- The writer's address should be written in 3 lines, aligned perfectly.
- Line 1 : House number/street/road, followed by a comma.
  Example : 56B, Park Street,
- Line 2 : Area name, followed by a comma.
  Example : Tollygunge,
- Line 3 : City name, followed by a hyphen, pin code, and a full stop.
  Example : Mumbai - 400098.
- Leave a line after the address for neatness.
- Write the date below the address in this format : 10th January, 2025.
- No Short Forms : Avoid using abbreviations like P. St. (write Park Street instead).
- Alignment : Ensure all three lines of the address are in alignment.
- Imaginary Address : You can use a fictional address, but it must adhere to the format.

2. Greeting

- For seniors like grandparents, parents, uncles, and aunts:
  Example:
  Dear Grandfather (not Grandpa)
  Dear Grandmother (not Granny or Grandma)
  Dear Father (not Daddy, Papa, Dad)
  Dear Mother (not Mummy, Mumma, Mom)
  Dear Uncle Ramesh
  Dear Aunt Meera
  For siblings, cousins, and friends:
  Example:
  Dear followed by the first name of the person:
  Dear Priya,
  Dear Karan,
  Dear Anjali,
  After the greeting, always place a comma.
  Example:
  Dear Priya,
  Dear Karan,
  Dear Anjali,

3. Introduction (Paragraph 1):

- Limit the introduction to two sentences, one long and one short.
- Avoid beginning your letter with phrases such as:
  How are you?
  I am fine.
  Hope this letter finds you in good health and spirit.
  Hope you are fine.

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- Begin your letter by directly addressing the topic and introducing the subject in the first paragraph itself.

4. Body of the Letter (Paragraph 2):

- Write 6–7 sentences for the body.
- Elaborate on the given topic in this section.

5. Conclusion (Paragraph 3):

- Avoid concluding your letter with phrases such as:
  Give my love to the young ones.
  Reply soon.
  Hope we meet soon.
  Stay safe and take care.
- Ensure the conclusion is directly connected to the introduction.
- Limit the conclusion to no more than two sentences.

6. Signing Off:

- For grandparents, parents, uncles, and aunts, use Yours affectionately, ensuring:
  The "Y" in "Yours" is capitalized, while the "a" in "affectionately" is lowercase.
  There is no apostrophe in Yours.
  Add a comma after affectionately.
  Write your first name on the next line.
  Do not include your surname.
  Avoid nicknames or pet names.
  Do not add any punctuation after your name.

EXAMPLES :

1. You recently discovered an old photograph of yourself and your childhood friend. Write a letter to your friend describing the photograph, how you found it, and its significance. Mention where or when it was taken and if it brought back memories of your childhood together.

Ans :

45, Rosewood Apartments,
MG Road,
Bangalore - 560001.
5th January, 2025.
Dear Rohan,

Yesterday, while flipping through my old photo albums, I came across a photograph of us. It brought back a flood of childhood memories, making me nostalgic about our days in the fifth standard.

At first, I couldn't remember when the photo was taken, but luckily, the date was noted on the back. It was from our school's 56th Annual Function, and I recalled your mother capturing that moment. Though the picture has slightly faded, it feels as if it was just yesterday. I remember laughing at you crying over spilled juice during the event-it's still so vivid in my memory!

The times we spent together were filled with joy, laughter, and adventures in our little world of imagination. Although our lives eventually took separate paths, those memories remain close to my heart. Time truly flies, but the moments we shared will always be special.

I hope we can meet again soon to relive those cherished days. Until then, I eagerly await your reply so we can revisit some of our bygone moments together.
Your loving friend,
Amit

2. Imagine you are in a boarding school and have performed poorly in your terminal examination. Write a letter to your mother, explaining the reasons for your poor performance and how you plan to improve in the upcoming examinations.

Ans :

Green Valley Boarding School
Shimla – 171001
15th January, 2025
My dear Mother,

I know you must be very disappointed with my half-yearly report that you received last week. I deeply regret my poor performance and feel very upset for letting you down. I do not want to make excuses, but this term has been quite challenging for me. I have been frequently unwell and in and out of the infirmary. I suffered a severe bout of malaria, which kept me from attending classes for almost a week. Just when I started recovering, I developed a rash due to the medication, which forced me back into the infirmary. As a result, I missed many classes and struggled to perform well, especially in three subjects.

Now that I have recovered, I am determined to improve. I have already spoken to my teachers and requested additional assignments to catch up on missed lessons. I am also joining a study group with other students to enhance my preparation.

I am confident that these efforts will help me bridge the gap in my studies. I promise to do my best and achieve much better marks in the upcoming tests.

Please do not worry about my health as I am feeling much better now. I look forward to seeing you during the mid-term break.
Yours lovingly,
Rohan

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3. You recently attended a family function that was memorable. Write a letter to your cousin describing the event, the fun moments, and how much you missed them being there.

Ans :

12, Hilltop Apartments,
Rajaji Nagar,
Hyderabad - 500029.
15th January, 2025.
Dear Priya,

Last week, we had a grand family function at our place, and it was absolutely wonderful! However, your absence was deeply felt. I missed you so much during all the festivities.

The function was organized to celebrate Grandma's 75th birthday, and the entire family gathered for the occasion. We decorated the house beautifully with flowers and lights, and Grandma was delighted. There were games, music, and lots of laughter. The highlight of the evening was a surprise cake-cutting ceremony, followed by everyone sharing fond memories of Grandma.

It would have been so much better with you around to share all these moments. I really missed your cheerful presence and the fun we always have together. Let's plan to meet soon-I can't wait to tell you all the details in person!

Take care and write back soon.
Your loving cousin,
Ananya

4. You recently visited a historical monument on a school trip. Write a letter to your father describing the visit, what you learned, and how it inspired you.

Ans :

Room No. 18, Boys Hostel,
ABC School,
Delhi - 110054.
15th January, 2025.
Dear Father,

I hope this letter finds you well. Last week, our school organized a trip to the Qutub Minar, and it was an unforgettable experience. I wanted to share all the exciting details with you.

The monument is truly magnificent, and I was amazed by its intricate architecture. Our guide told us fascinating stories about its history and the people who built it. Learning about the perseverance and skill that went into its construction left me deeply inspired. I also took some pictures to share with you when I come home.

This trip has taught me the importance of preserving our heritage. I hope to visit more such places and learn from them. Thank you for always encouraging me to explore and learn beyond books.

Looking forward to hearing from you.
Your loving son,
Rahul

5. Write a letter to your best friend telling them about a new hobby you recently picked up and how it has made a difference in your life.

Ans :

56, Rosewood Apartments,
MG Road,
Bangalore - 560001.
15th January, 2025.
Dear Aditi,

I hope you're doing great! I wanted to tell you about a new hobby I've picked up recently-painting. It has become a source of immense joy and relaxation for me.

Initially, I was just experimenting with colors, but over time, I started learning different techniques and styles. Now, I can even create decent landscapes and portraits. Painting has helped me express my thoughts and emotions in ways I never imagined. It's such a peaceful escape from the stress of studies and everyday life.

I really think you should give it a try too-you might discover a hidden talent! Let me know how you're doing and what new things you've been up to.

Take care and write back soon.
Your loving friend,
Nikhil

EXERCISE (SOLVED)

1. (a) Your cousin was unable to attend your wedding but sent a thoughtful gift. Write a letter thanking them for the gift and telling them about the wedding highlights.

(b) The public park in your locality is in poor condition. Write a letter to the Municipal Commissioner requesting its restoration and suggesting ways to improve it.

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Ans :

(a)

Flat 15, Sunrise Apartments,
Park Street,
Kolkata - 700016.
15th January, 2025.
Dear Priya,

Thank you so much for the beautiful painting you sent for my wedding! It added a personal and artistic touch to our home, and I couldn't be more grateful for your thoughtful gift.

The wedding was everything I dreamed of, though your absence was deeply felt. The ceremony was elegant, and the reception was lively, filled with music, laughter, and delicious food. We even had a surprise performance by my friends that left everyone in splits! The highlight was our traditional rituals, which were cherished by all.

I truly missed your presence and hope we can catch up soon. Until then, I'll be sending you photos from the event to share a glimpse of the moments you missed.

Take care, and let's plan to meet soon!
Your loving cousin,
Ananya

(b)

Flat 12, Rosewood Apartments,
Rajaji Nagar,
Hyderabad - 500029.
15th January, 2025.
The Municipal Commissioner,
Municipal Corporation Office,
Rajaji Nagar,
Hyderabad - 500029.
Dear Sir,

I am writing to bring to your attention the deteriorating condition of the public park in our locality, Rajaji Nagar. The park, which was once a hub for children and senior citizens, is now neglected. Broken benches, overgrown grass, and litter make it unusable for recreational activities.

This situation has deprived residents of a green space for leisure and exercise. The lack of maintenance has also led to a rise in mosquitoes, creating health concerns.

I kindly request you to restore the park by cleaning the premises, repairing the equipment, and planting more greenery. Installing waste bins and proper lighting would further enhance its usability. These steps will benefit the community and encourage people to adopt a healthier lifestyle.

Thank you for your attention to this matter.
Yours faithfully,
Nisha Kapoor

2. (a) Your best friend couldn't attend your school's annual day function but sent you a card wishing you success. Write a letter thanking them and sharing the highlights of the event.
(b) The water supply in your locality has been irregular, causing inconvenience to residents. Write a letter to the Municipal Commissioner requesting prompt action to resolve the issue.

Ans :

(a)

Room No. 14, Boys Hostel,
Green Valley School,
Shimla – 171001.
15th January, 2025.
Dear Rohan,

Thank you so much for the lovely card and your kind wishes for our annual day! Your thoughtful gesture meant a lot to me, though your absence was felt deeply.

The event was a huge success! Our cultural program included music, dance, and drama performances, and my class's play received great applause. I even got to deliver a speech, and it was well-received by the audience. The highlight of the evening was the prize distribution ceremony, where I won the "Best Performer" award.

I wish you had been there to witness the fun and celebrations. Let's catch up soon, and I'll share all the photos and stories from the event. Write back when you can-I'm looking forward to hearing from you!

Take care.
Your loving friend,
Aryan

(b)

Flat 18, Sunrise Apartments,
Park Lane,
Pune - 411001.
15th January, 2025.
The Municipal Commissioner,
Municipal Corporation Office,
Pune - 411002.
Dear Sir,

I am writing to inform you about the irregular water supply in our locality, Park Lane. The issue has persisted for weeks, with residents receiving water for only a few hours in the morning and late evening. This has caused immense inconvenience,

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especially for working individuals and families with children.

The shortage is making daily tasks such as cooking, cleaning, and bathing extremely challenging. Additionally, the lack of water during peak hours has forced many residents to rely on private tankers, adding to their expenses.

I kindly request you to address this issue promptly by ensuring a regular water supply. A proper schedule and maintenance of pipelines would be greatly appreciated. Immediate action on your part will improve the living conditions of all residents.

Thank you for your attention.

Yours faithfully,
Meera Sharma

3. (a) Your friend recently moved to a new city and wrote to you about their new life. Write a reply expressing your happiness for them and asking about their experiences so far.

(b) Write a letter to the Principal of your school requesting permission to organize a book donation drive for underprivileged children. Explain its importance and your plan for execution.

Ans :

(a)

Flat 12, Sunrise Apartments,
Church Road,
Chennai - 600008.
15th January, 2025.
Dear Priya,

I was so happy to receive your letter about moving to Mumbai! It's wonderful to hear that you've settled into your new life. Mumbai sounds like an exciting city full of opportunities and adventures!

How is your new school? Have you made any friends yet? I'm sure it's a big change, but knowing you, I'm confident you'll adjust well. I hope you're exploring the city and trying out all the local food. Do write back and tell me more about your favorite places so far.

Things are the same here, but I miss our regular chats and fun outings. I hope we can meet soon during your next vacation. Until then, take care and enjoy your new journey!

Your loving friend,
Rohan

(b)

Flat 10, Rosewood Apartments,
MG Road,
Delhi - 110001.
15th January, 2025.
The Principal,
ABC High School,
Delhi - 110001.
Dear Sir/Madam,

I am writing to request your permission to organize a book donation drive in our school to support underprivileged children. This initiative would involve collecting unused books from students and donating them to a local NGO that works with children in need.

The drive would not only help provide educational resources to those who lack them but also promote the value of sharing among students. Our team plans to set up collection boxes around the school and manage the logistics to ensure the process runs smoothly.

I kindly seek your approval to carry out this initiative and your guidance on how to proceed. This small effort could make a significant difference in the lives of many children.

Thank you for considering this request.

Yours sincerely,
Ananya Gupta

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4. (a) Your childhood friend has just received a scholarship to study abroad. Write a letter congratulating them and asking about their future plans.

(b) Write a letter to the Editor of a local newspaper highlighting the increasing pollution in your city and suggesting measures to combat it.

Ans :

(a)

Flat 18, Green Valley Apartments,
MG Road,
Bangalore - 560001.
15th January, 2025.
Dear Aditi,

I was overjoyed to hear the news about your scholarship to study in the UK! Congratulations on such a fantastic achievement-you've truly earned it through your hard work and determination.

This is such an exciting opportunity, and I'm sure you'll make the most of it. Do tell me about the course you'll be pursuing and how you're preparing for this new adventure. I can imagine how thrilling it must be to start this new chapter in your life.

Although I'll miss you dearly, I know this is the beginning of a wonderful journey for you.

Write back soon and share all the details-I can't wait to hear more. Wishing you the very best!

Take care and stay in touch!

Your loving friend,
Ananya

(b)

Flat 22, Hill View Apartments,
Rajaji Nagar,
Hyderabad - 500029.
15th January, 2025.
The Editor,
The Hyderabad Chronicle,
Rajaji Nagar,
Hyderabad - 500029.
Dear Sir/Madam,

I am writing to express my concern over the increasing pollution levels in our city. The rise in vehicular emissions, industrial smoke, and improper waste management has significantly deteriorated air quality, posing serious health risks to residents.

Public awareness campaigns, stricter regulations on industries, and promoting eco-friendly transportation such as cycling and carpooling can help address this issue. Additionally, planting more trees and ensuring efficient waste disposal systems are essential steps to combat pollution.

I hope you will highlight this pressing concern in your esteemed newspaper to draw attention and encourage citizens and authorities to take necessary actions.

Thank you for your time and consideration.

Yours sincerely,
Rohit Sharma

5. (a) Your cousin has recently moved to a new school and is finding it hard to adjust. Write a letter encouraging them and giving advice on how to make new friends and adapt to the new environment.

(b) Write a letter to the Manager of a local bus service complaining about the poor condition and irregular schedule of buses in your area.

Ans :

(a)

Flat 14, Lake View Apartments,
Park Street,
Kolkata - 700016.
15th January, 2025.
Dear Rahul,

I hope this letter finds you well. I heard you've recently joined a new school, and it's been challenging for you to adjust. I understand how difficult it can be, but trust me, things will get better with time.

To settle in, try talking to your classmates and getting to know them better. Join group activities or clubs where you can find people with similar interests. Remember, everyone is new at some point, and most students will appreciate a friendly conversation. Be yourself, and don't hesitate to ask your teachers or seniors for help when needed.

Your new school sounds wonderful, and I'm sure you'll enjoy the experience once you get comfortable. Keep me updated on how things are going. Remember, I'm always here for you if you need advice or just want to talk.

Take care and write back soon!

Your loving cousin,
Ananya

(b)

Flat 18, Green Valley Apartments,
MG Road,
Bangalore - 560001.
15th January, 2025.
The Manager,
City Bus Service,
MG Road,
Bangalore - 560001.
Dear Sir,

I am writing to express my concern over the poor condition and irregular schedule of buses in our locality. Many buses are overcrowded, with broken seats and malfunctioning doors, making it unsafe and uncomfortable for passengers.

The irregular timings of buses have caused significant inconvenience to commuters, especially working professionals and students. People often have to wait for extended periods, leading to delays in reaching their destinations.

I kindly request you to address this issue by ensuring regular maintenance of buses and implementing a fixed schedule. Introducing more buses during peak hours would also reduce overcrowding and improve the commuting experience.

I hope you will take prompt action to resolve this matter and enhance the reliability of the bus service in our area.

Thank you for your attention.

Yours sincerely,
Rohan Sharma

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6. (a) Your elder sibling recently achieved a major career milestone. Write a letter congratulating them and expressing your pride in their success.

(b) Write a letter to the Librarian of your school requesting the addition of more books related to science and technology in the library.

Ans :

(a)

Flat 22, Sunrise Apartments,
MG Road,
Mumbai - 400001.
15th January, 2025.
Dear Riya,

Congratulations on your incredible achievement of being promoted to Senior Manager! I am so proud of you and the hard work you've put in to reach this milestone. Your dedication and perseverance have truly paid off, and it's inspiring to see you excel in your career.

This promotion is a testament to your talent and commitment. I'm sure your team looks up to you and will benefit greatly from your leadership. We must celebrate your success properly when you come home next!

Please share all the exciting details of your new role-I'm curious to know about your new responsibilities. You are truly a role model for me, and I aspire to achieve similar heights in my own journey.

Take care of yourself, and once again, congratulations! Write back soon.
Your loving brother,
Rohit

(b)

Room No. 12, Boys Hostel,
St. Xavier's School,
Delhi - 110054.
15th January, 2025.
The Librarian,
St. Xavier's School,
Delhi - 110054.
Dear Sir/Madam,

I am writing to request the addition of more books related to science and technology in our school library. With advancements in these fields, it is important for students to have access to updated information and resources.

Many of us are preparing for science projects and competitive exams, and having books on topics like robotics, artificial intelligence, and space exploration would be immensely beneficial. These books will not only enhance our knowledge but also ignite curiosity and creativity among students.

I kindly urge you to consider my request and acquire books that cover recent developments in science and technology. I am confident this initiative will benefit a large number of students.

Thank you for your time and support.
Yours sincerely,
Aryan Gupta

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(a) Your younger sibling recently won a sports competition. Write a letter congratulating them, expressing your pride, and encouraging them to continue excelling in sports.

(b) Write a letter to the Principal of your school suggesting the introduction of a career counseling session for senior students.

Ans :

(a)

Flat 24, Green Valley Apartments,
Park Lane,
Pune - 411001.
15th January, 2025.
Dear Aanya,

Congratulations on winning the gold medal in the inter-school athletics competition! I am so proud of you and your incredible achievement. You've worked so hard to excel in your sport, and this victory is a well-deserved reward for your dedication and effort.

Your win has brought so much happiness and pride to our family. I've always admired your determination and passion for athletics, and I'm sure this is just the beginning of your success. Keep practicing and aiming higher-you have the potential to achieve even greater milestones.

Please share all the exciting details about the competition when we meet. I'm eager to hear how you prepared and what the event was like. Keep up the amazing work!

Take care, and keep shining bright.
Your loving brother,
Rohit

(b)

Room No. 10, Boys Hostel,
St. Mary's School,
Shimla - 171001.
15th January, 2025.
The Principal,
St. Mary's School,
Shimla - 171001.

Dear Sir/Madam,

I am writing to suggest the introduction of career counseling sessions for senior students in our school. As we approach critical academic years, many of us face confusion about choosing the right career path and understanding the options available to us.

A career counseling session conducted by professionals would provide valuable guidance on various fields, colleges, and opportunities. It could also include aptitude tests to help students identify their strengths and interests. This initiative would greatly benefit students by enabling them to make informed decisions about their future.

I kindly request you to consider my suggestion and introduce this program as part of our curriculum. It would equip us with clarity and confidence for the journey ahead.

Thank you for your time and support.

Yours sincerely,
Nisha Kapoor

8. (a) Your cousin recently started learning a musical instrument. Write a letter encouraging them to continue practicing and sharing how music has positively impacted your life.

(b) Write a letter to the Head of the Sports Department of your school requesting the organization of an inter-house sports competition.

Ans :

(a)

Flat 21, Rosewood Apartments,
MG Road,
Bangalore - 560001.
15th January, 2025.
Dear Arya,

I was so excited to hear that you've started learning the guitar! Music is such a beautiful way to express yourself, and I'm sure you'll enjoy every moment of this journey.

When I started learning the piano, I faced challenges initially, but with consistent practice, I began to see progress. It's such a rewarding feeling to create music with your own hands. I encourage you to keep practicing regularly-even when it feels difficult-because every effort you put in will bring you closer to mastering the instrument.

Music has been a source of joy and relaxation for me, and I'm sure it will bring the same to your life. Do share your progress, and maybe we can jam together when we meet next!

Take care, and keep strumming!

Your loving cousin,
Rohan

(b)

Room No. 16, Boys Hostel,
Greenfield High School,
Chandigarh - 160014.
15th January, 2025.
The Head of the Sports Department,
Greenfield High School,
Chandigarh - 160014.
Dear Sir/Madam,

I am writing to request the organization of an inter-house sports competition in our school. Such an event would not only promote physical fitness but also encourage teamwork, leadership, and sportsmanship among students.

The competition could include various sports like football, basketball, cricket, and athletics, providing opportunities for students with different interests. It would also allow us to showcase our talents and foster a healthy competitive spirit.

I believe this initiative will boost enthusiasm for sports among students and make the school environment more engaging and lively. I kindly request you to consider this suggestion and organize the event in the upcoming term.

Thank you for your time and consideration.

Yours sincerely,
Aryan Gupta

9. (a) Your friend has recently won an art competition. Write a letter congratulating them and encouraging them to pursue their artistic talent further.

(b) Write a letter to the Manager of a bookstore requesting them to arrange for a specific book that you are unable to find in your area.

Ans :

(a)

Flat 10, Sunrise Apartments,
Park Lane,
Pune - 411001.
15th January, 2025.
Dear Riya,

I was thrilled to hear about your first-place win in the state-level art competition! Congratulations on this amazing achievement-you truly deserve it for the creativity and hard work you put into your art.

Winning such a prestigious competition is no small feat, and I'm so proud of you! Your talent

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has always been evident, and I hope this success inspires you to keep exploring your artistic abilities. Remember, this is just the beginning-there's so much more you can achieve with your dedication and passion.

Do share pictures of your winning artwork-I'm eager to see your masterpiece! Keep painting and creating magic with your brush. Let's catch up soon and celebrate your success properly.

Take care and write back soon!
Your loving friend,
Aryan

(b)
Flat 12, Hilltop Apartments,
Church Road,
Delhi - 110003.
15th January, 2025.
The Manager,
Readers' Paradise Bookstore,
Connaught Place,
Delhi - 110001.
Dear Sir/Madam,

I am writing to request your assistance in arranging a copy of the book "A Brief History of Time" by Stephen Hawking. I have been searching for this book across several bookstores in Delhi but have been unable to find it.

This book is essential for a project I am working on, and I would greatly appreciate it if you could either procure it for me or guide me to a reliable source where it is available. If the book is currently out of stock, I am willing to wait for its availability.

Please let me know the cost and estimated delivery time. Your help in this matter would mean a lot to me. Thank you in advance for your efforts.
Yours sincerely,
Ananya Verma

10. (a) Your younger sibling recently joined college and is feeling nervous about making new friends. Write a letter encouraging them and sharing tips on how to settle into college life.
(b) Write a letter to the Chief Medical Officer of your city, highlighting the lack of proper healthcare facilities in your area and suggesting improvements.

Ans :

(a)
Flat 24, Lake View Apartments,
Park Street,
Kolkata - 700016.
15th January, 2025.
Dear Priya,

I heard you've started college, and I can imagine how nervous you must be. Trust me, everyone feels the same way at first, but soon you'll settle in and love it.

Start by being friendly and open to conversations. Join clubs or groups that match your interests-they're a great way to make new friends. Don't hesitate to ask your seniors or teachers for guidance; they're usually very helpful.

College is an exciting phase of life where you'll learn, grow, and create amazing memories. Give yourself time to adjust, and you'll see how enjoyable it becomes.

Let me know how things are going. I'm here if you need any advice or just someone to talk to.
Take care!
Your loving brother,
Rohan

(b)
Flat 18, Rosewood Apartments,
MG Road,
Bangalore - 560001.
15th January, 2025.
The Chief Medical Officer,
City Health Department,
Bangalore - 560001.
Dear Sir/Madam,

I am writing to bring to your attention the lack of adequate healthcare facilities in our area, MG Road. The nearest hospital is far from the locality, making it difficult for residents, especially during emergencies. Additionally, the local health center is understaffed and lacks essential medical equipment.

This situation poses a significant risk to the well-being of residents, particularly the elderly and children. I kindly request you to consider setting up a fully equipped clinic or hospital in the vicinity. Hiring more medical professionals and ensuring the availability of medicines would greatly improve the healthcare services in the area.

Your prompt action will be greatly appreciated by the community. Thank you for addressing this important issue.
Yours sincerely,
Ananya Sharma

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11. (a) Your friend recently moved to a new house and invited you to visit. Write a letter congratulating them on their new home and expressing your excitement to visit soon.

(b) Write a letter to the Manager of a courier service complaining about the delay in delivering an important parcel and requesting immediate action.

Ans :

(a)

Flat 16, Greenfield Apartments,
Park Lane,
Chennai - 600008.
15th January, 2025.
Dear Aditi,

Congratulations on your beautiful new home! I was so thrilled to hear about your move and can't wait to visit and see it for myself. A new house is such an exciting chapter, and I'm sure you'll create many wonderful memories there.

How's the neighborhood? I hope you've already settled in comfortably. Do let me know when would be a good time for me to visit-I'm eager to catch up and celebrate this milestone with you. I'll make sure to bring something special as a housewarming gift!

Wishing you and your family all the happiness in your new home. Write back soon with the details.

Take care and see you soon!
Your loving friend,
Rohit

(b)

Flat 10, Rosewood Apartments,
MG Road,
Mumbai - 400001.
15th January, 2025.
The Manager,
SpeedX Courier Services,
MG Road,
Mumbai - 400001.
Dear Sir/Madam,

I am writing to express my concern regarding the delay in delivering an important parcel (tracking number #XYZ123) that was dispatched on 8th January, 2025, from Bangalore. The package was scheduled to be delivered within three days, but it has not yet reached me.

This delay has caused significant inconvenience as the contents of the parcel are urgently needed for professional purposes. Despite contacting your customer support team, I have not received a satisfactory response.

I kindly request you to look into this matter urgently and ensure the parcel is delivered without further delay. Additionally, I hope measures will be taken to improve your services in the future.

Thank you for your prompt attention to this issue.
Yours sincerely,
Aryan Mehta

12. (a) Your best friend has started a new hobby and is excited about it. Write a letter encouraging them to continue and sharing how hobbies can be beneficial.

(b) Write a letter to the Manager of a bank requesting information about opening a savings account and its requirements.

Ans :

(a)

Flat 20, Sunrise Apartments,
Rajaji Nagar,
Hyderabad - 500029.
15th January, 2025.
Dear Rohan,

I'm so excited to hear that you've started gardening as a new hobby! It's such a relaxing and fulfilling activity, and I'm sure you'll enjoy every moment of it.

Gardening not only brings you closer to nature but also teaches patience and responsibility. Watching your plants grow and bloom is incredibly rewarding. I suggest starting with easy-to-grow plants like herbs or flowers. Don't worry about mistakes-they're part of the learning process.

Hobbies like this help reduce stress and provide a great way to unwind after a busy day. Keep experimenting and trying new things in your garden, and remember to send me pictures of your progress. I can't wait to hear more about what you've planted.

Stay motivated and keep up the great work! Write back soon.
Your loving friend,
Ananya

(b)

Flat 12, Rosewood Apartments,
MG Road,
Bangalore - 560001.
15th January, 2025.
The Manager,
HDFC Bank,

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MG Road Branch,
Bangalore - 560001.
Dear Sir/Madam,

I am writing to inquire about the process and requirements for opening a savings account at your esteemed bank. I am particularly interested in understanding the eligibility criteria, required documents, and the various features and benefits associated with your savings account services.

Additionally, I would like to know about the minimum balance requirement, interest rates, and any charges applicable for maintaining the account. If there are any special schemes or facilities available for students, kindly include those details as well.

I would appreciate it if you could provide me with a brochure or guide outlining the necessary steps. You may contact me via email or phone for further clarification.

Thank you for your assistance. I look forward to your response.
Yours sincerely,
Rohit Verma

13. (a) Your friend recently moved to a new city and is feeling homesick. Write a letter cheering them up and giving advice on adjusting to their new surroundings.
(b) Write a letter to the Head of the Town Planning Department requesting the construction of a playground in your locality and explaining its benefits.

Ans :

(a)
Flat 18, Lake View Apartments,
Park Street,
Pune - 411001.
15th January, 2025.
Dear Priya,

I hope this letter finds you well. I heard you've recently moved to Mumbai and are feeling homesick. Moving to a new city can be tough, but it's also a wonderful opportunity to explore and grow.

Mumbai is an exciting place with so much to offer-beautiful beaches, bustling markets, and amazing food. Start by exploring your neighborhood and making small connections with your neighbors. Joining a club or attending community events can help you meet new people and settle in faster.

Remember, change is always hard at first, but it brings growth and new experiences. Focus on the positives and take one day at a time. I know you'll adjust soon and love your new life. Write back and let me know how you're doing-I'm always here for you.

Take care and stay strong!
Your loving friend,
Amit

(b)
Flat 14, Greenfield Apartments,
Rajaji Nagar,
Hyderabad - 500029.
15th January, 2025.
The Head,
Town Planning Department,
Rajaji Nagar,
Hyderabad - 500029.
Dear Sir/Madam,

I am writing to request the construction of a playground in our locality. Rajaji Nagar lacks a proper recreational area, which is greatly needed for children to play, seniors to walk, and residents to relax.

The absence of such a facility is forcing children to play on the streets, which is unsafe. A well-designed playground with swings, slides, and open spaces would not only provide a safe environment for children but also promote community bonding and physical fitness among residents.

I urge you to kindly consider this proposal and allocate a suitable area for the playground. This initiative would enhance the quality of life for all residents and create a healthier environment.
Thank you for your attention to this matter.
Yours sincerely,
Rohit Sharma

14. (a) Your cousin recently started their first job and is feeling nervous about the new responsibilities. Write a letter encouraging them, sharing your own experiences, and offering tips on handling work-life balance.
(b) Write a letter to the Head of the Public Works Department requesting urgent repairs to the damaged roads in your area. Highlight the challenges faced by residents and explain the importance of timely repairs.

Ans :

(a)
Flat 10, Greenfield Apartments,
Park Lane,
Pune - 411001.

NODIA

15th January, 2025.
Dear Riya,

Congratulations on starting your first job! I understand you're feeling a little nervous, but remember, this is an exciting new chapter in your life, and you've worked hard to get here.

Every beginning comes with challenges, but I know you have the skills and determination to handle them. Start by organizing your tasks and prioritizing them-this will make your work more manageable. Always ask for guidance when needed; your seniors and colleagues will appreciate your willingness to learn.

It's equally important to maintain a good work-life balance. Make time for yourself, whether it's pursuing a hobby or spending time with family and friends. Remember, staying relaxed and healthy will improve your productivity.

I'm confident you'll succeed in this new journey. Keep me updated on how things are going-I'd love to hear all about your experiences.

Take care and all the best!
Your loving cousin,
Aryan

(b)
Flat 12, Rosewood Apartments,
MG Road,
Bangalore - 560001.
15th January, 2025.
The Head,
Public Works Department,
MG Road,
Bangalore - 560001.
Dear Sir/Madam,

I am writing to request urgent repairs to the damaged roads in our locality, MG Road. The roads have been in poor condition for months, with large potholes and cracks that make it unsafe for vehicles and pedestrians. During the rainy season, the situation becomes worse as water accumulates in the potholes, leading to accidents and traffic jams.

These roads are used by hundreds of commuters daily, including school children and elderly residents. The damaged roads not only cause inconvenience but also increase wear and tear on vehicles, leading to additional expenses for the residents.

I kindly request you to prioritize the repair work and ensure the roads are restored to a safe condition. Timely action will greatly improve the quality of life for everyone in our area.

Thank you for your attention to this important matter.
Yours sincerely,
Rohit Sharma

15. (a) Your best friend recently participated in a national-level competition but couldn't win. Write a letter encouraging them, appreciating their effort, and motivating them to keep trying.
(b) Write a letter to the Editor of a local newspaper highlighting the rising problem of garbage disposal in your locality and suggesting possible solutions.

Ans :

(a)
Flat 22, Green Valley Apartments,
MG Road,
Bangalore - 560001.
15th January, 2025.
Dear Aditi,

I heard about your participation in the national-level debate competition, and I want to say how proud I am of you. Winning isn't everything; your effort and courage to compete on such a big platform is an incredible achievement in itself.

Every competition is a learning experience, and you've gained valuable insights that will help you improve for the future. Remember, even the best have faced failures before achieving success. What matters is your passion and determination to keep moving forward.

Take this experience as a stepping stone and continue honing your skills. I'm confident that next time, you'll shine even brighter. Let's meet soon to celebrate your effort-you truly deserve it!

Keep your spirits high and never stop believing in yourself. I'm always here to support you. Write back soon to share your thoughts.
Your loving friend,
Riya

(b)
Flat 18, Rosewood Apartments,
Park Lane,
Delhi - 110001.
15th January, 2025.
The Editor,
The Delhi Times,
Delhi - 110001.

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Dear Sir/Madam,

I am writing to draw attention to the growing problem of garbage disposal in Park Lane. Heaps of uncollected garbage can be seen on the streets, emitting foul odors and attracting pests. This not only creates an unhygienic environment but also poses serious health risks to the residents, especially children and the elderly.

Despite repeated complaints to the municipal authorities, the issue remains unresolved. The lack of proper waste management facilities and irregular collection of garbage have worsened the situation.

I urge you to highlight this issue in your newspaper to raise public awareness and push the authorities to take swift action. Installing more waste bins, educating residents about segregation, and ensuring timely collection can significantly improve the situation.

Thank you for bringing this critical matter to light through your esteemed publication.

Yours sincerely,
Aryan Gupta

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CHAPTER 3

NOTICE WRITING

INTRODUCTION

A notice is a formal and concise form of written communication used to inform a specific group of people about important events, functions, or occasions. It is commonly used by organizations, institutions, or individuals to share announcements or provide crucial information. Notices are typically displayed on noticeboards to ensure visibility and reach. The tone of a notice is formal, and it adheres to a structured format, making it clear and easy to understand. Effective notice writing ensures that the intended audience receives accurate details about events, celebrations, or significant updates in a professional manner.

PURPOSE OF NOTICE

Notice writing is a formal method of communication used to convey important information to a group of people in an organized and concise manner. The primary purposes of notice writing are as follows:

1. **Informing a Group :** Notices are written to inform a large group of people about important announcements, events, or updates in a concise manner.
2. **Conveying Official Information :** They serve as an official medium to communicate rules, policies, or changes within an organization, school, or institution.
3. **Generating Awareness :** Notices are used to spread awareness about specific causes, programs, or activities.
4. **Providing Instructions :** They often include specific instructions or guidelines that the audience needs to follow.
5. **Creating Formal Records :** Notices act as written proof or formal documentation for announcements or decisions.

TYPES OF NOTICE

Notices can be classified based on their purpose and audience. Below are the main types of notices:

1. **Informational Notice :** Informational notices are used to provide details about upcoming events, meetings, or activities. These notices are straightforward and aimed at ensuring the audience is informed about the necessary details.
   Example : School exam schedules, meeting announcements, or holiday declarations.
2. **Warning Notice :** Warning notices are issued to alert individuals about potential dangers, rules, or penalties for specific actions. They often aim to ensure safety and compliance.
   Example : Safety instructions in laboratories or "No Parking" warnings in restricted areas.
3. **Invitation Notice :** These notices invite individuals or groups to participate in celebrations, programs, or competitions. They contain details like time, venue, and purpose of the event.
   Example : Invitation for cultural programs, sports events, or workshops.
4. **Public Notice :** Public notices are intended for a wider audience, often addressing the general public. These include legal announcements, government notifications, or important updates.
   Example : Property-related legal notices or public service announcements.
5. **Notice of Change :** These notices communicate alterations in schedules, policies, or rules. They aim to update the audience about the revised arrangements.
   Example : Changes in school timings, venue shifts, or modified rules for an event.

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POINTS TO REMEMBER

When drafting a notice, it is important to follow specific guidelines to ensure clarity, formality, and effective communication. Below are the key points to keep in mind:

1. **A Notice is Always Written in a Box :** Enclose the notice in a neat rectangular box to ensure it stands out and looks professional. This is a standard format that enhances clarity and presentation.
2. **It Must Be Dated :** Include the date of issue at the top left or right corner of the notice. The date ensures the relevance of the information provided.
3. **It Should Have a Title :** The notice must have a clear and concise title that indicates the purpose of the notice. The title is not a complete sentence but a phrase like "Cultural Fest 2025" or "Annual Sports Day".
4. **Name, Designation, and Signature of Issuing Authority :** Every notice must include the name, designation, and signature of the person or authority issuing it. This lends authenticity to the notice.
5. **Complete Sentences and Phrases :** Notices are generally written in complete sentences. However, phrases may be used to maintain brevity and clarity, especially in bulleted or point form.
6. **Future Time Reference :** Since notices often announce upcoming events or celebrations, use future time references (e.g., "will be held on" or "is scheduled to").
7. Include Relevant Details (What, When, Where, Why, How)
   A notice must answer the essential questions:
   What : The event or announcement.
   When : The date and time of the event.
   Where : The location.
   Why : The purpose of the event.
   How : Additional instructions or participation details.
8. **Accuracy and Conciseness :** Present the information clearly and concisely. Avoid unnecessary details or repetition to maintain the reader's attention.
9. **Use Formal Language :** A notice is an official document, so the tone must remain formal and professional.
10. **Third Person Perspective :** Write the notice in the third person to maintain formality. Avoid using personal pronouns like I, me, you, mine, or your.
11. **Present or Future Tense :** Use either present or future tense while drafting the notice. Refrain from using past tense unless referring to previous events as context.
12. **Adhere to Word Limit :** Stick to the word limit specified in the question, typically around 50 words. This ensures precision and avoids unnecessary details.

FORMAT OF NOTICE

The format of a notice is essential to ensure it appears professional and conveys information effectively. A notice should follow a structured layout, including specific components arranged in a logical sequence. Below is the correct format:

NAME AND ADDRESS OF INSTITUTION/ ORGANIZATION

NOTICE

Date of Issue

HEADING/TITLE

Body of the Notice (including details like date, day, time, venue, name of the concerned person, etc.)

Full name
(Designation)

PARTS OF A NOTICE

A well-structured notice includes specific components that ensure clarity and effective communication. Below are the essential parts of a notice:

1. **Heading/Title**
   - The title indicates the purpose of the notice.
   - It should be concise and written in capital letters (e.g., "ANNUAL SPORTS DAY" or "LOST & FOUND").
2. **Name of the Organization/Institution**
   - The name of the issuing organization or institution is placed at the top, above or below the heading, to specify the authority behind the notice.
3. **Date**
   - The date of issue is written below the heading or in the top left/right corner to indicate when the notice was released.
4. **Body of the Notice**
   - The main content provides all necessary details such as:
     What : The purpose of the notice.
     When : The date and time of the event.
     Where : The venue or location.
     Why : The reason or objective.
     How : Additional instructions or procedures.
     The language should be formal, concise, and written in complete sentences or phrases.
5. **Signature and Designation**
   - The notice must include the signature, name, and designation of the person or authority issuing the notice.

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6. **Box Format**
   - The entire notice should be enclosed within a rectangular box for a neat and professional appearance.
   - Each part plays a significant role in making the notice clear, structured, and effective.

EXAMPLES :

1. You lost your wallet in the school playground. Write a notice for your school notice board giving all the necessary details.

Ans :

APJ SCHOOL, DELHI

NOTICE

24th October, 20xx

LOST WALLET

This information is about a wallet which I, Abhinay Gupta of class X-A, has lost. It went missing in or around the playground of the school, in recess hour. The wallet is chocolate-brown in color. It is an Eskee wallet and contains my school id and multiple other essential documents. If the wallet is found by any staff or student, she/he is humbly requested to submit it in the school office.

Student of X-A
Abhinay Gupta

2. As Teacher Co-ordinator of the Quiz Club of AMM School, Pune, draft a notice informing students of the inter-class quiz contest asking them to register their names with the Secretary of the Club within a week.

Ans :

A.M.M. SCHOOL, PUNE

NOTICE

21 April, 20xx

REGISTER FOR QUIZ COMPETITION

This is to inform all students of classes VI-XII that an interclass quiz competition will be held this Friday, 25 April, 20xx in the audio - visual room from 8:00 am to 11:00 pm. Maximum number of students representing per class is three. Those interested can give their names to the secretary of the Quiz Club for registration.

XYZ
(Teacher Co-ordinator, Quiz Club)

3. Water supply will be suspended for eight hours (10 am to 6 pm) on 6th of March for cleaning of the water tank. Write a notice advising the residents to store water for a day. You are Secretary of Society.

Ans :

JANATA GROUP HOUSING SOCIETY

PALAM VIHAR, KURNOOL

NOTICE

4th March, 20xx

SUSPENSION OF WATER SUPPLY:

Residents are hereby informed that water supply will be suspended for eight hours (10 am to 6 pm) on 6th March for cleaning of the water tank. Residents are advised to make necessary arrangements to store water for a day. We regret the inconvenience caused.

Karan Kumar
Secretary

4. You are Mahender, Sports Captain, St. John's School, Lucknow. Write a notice informing students about an Inter School Football match to be played in your school. Invite them to watch and cheer the teams.

Ans :

ST. JOHN'S SCHOOL, LUCKNOW

NOTICE

20 August, 20xx

INTER-SCHOOL FOOTBALL MATCH

An Inter-school football match will be held on Friday 25th August, 20xx, 9:00 a.m. onwards at our school playground. All students are requested to be present at the venue to cheer and encourage the participants. Contact the under signed for further query.

Mahender
Sports Captain

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5. Your school is celebrating Grandparents' Day next week. Write a notice informing students of the celebration and requesting them to be present with their grandparents.

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Ans :

ABC SEN. SEC. SCHOOL, DELHI

NOTICE

January 29, 20xx

GRANDPARENT'S DAY CELEBRATION

We are glad to notify you that we have planned to celebrate Grandparent's day in our school premises on February 9, 20xx at 5 pm. So, we request all the students of the school to take part in the celebration with their grandparents. Our school correspondent Mrs Menaka Suresh will honour the function.

Samir
Head Boy
ABC Sen. Sec. School, Delhi

6. You are the president of the Malviya Nagar Residents' Welfare Association, Block A and you are organising a "New Year Party" in your area. Draft a notice as Dharam Sethi informing the residents of your block of the same.

Ans :

MALVIYA NAGAR RESIDENTS' WELFARE ASSOCIATION, BLOCK A

NOTICE

15 December 20xx

NEW YEAR BASH 20XX

Malviya Nagar Residents' Welfare Association, Block A is organising a grand New Year Party in the colony on 31 December 20xx. The celebrations will begin by 6 pm onwards. The residents are requested to join enthusiastically and make it a grand bash.
Sumptuous food, games, music, dance, prizes, and surprises are on the cards.
Kindly deposit 500 per head with Mr. Krishnakant Kalra (Treasurer).

Sd/-
Dharam Sethi
President
Residents' Welfare Association, Block A

7. Your school is planning an Inter-House poster making competition to conclude the week-long Environment Week. As the secretary of the school's cultural association, write a notice informing students of classes IX-XII about the competition.

Ans :

FLORENCE NIGHTINLLGALE CONVENT

NOTICE

20 October, 20xx

INTER-HOUSE POSTER MAKING COMPETITION

Sanskriti, the school's cultural association invites students of classes IX to XII to participate in the Inter- House poster making competition to round off the week-long Environment Week on 27 October, 20xx at 10 am. The participants will bring their own material. The topics will be declared on the spot. The best entries will be rewarded. Those interested should register their names with the undersigned by Saturday, this week.

Vijay Dhawan
Secretary, Cultural Association

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8. Write a public notice about traffic diversions by Delhi Traffic Police for Independence Day celebrations at Red Fort, ensuring smooth travel for commuters.

Ans :

DELHI TRAFFIC POLICE

NOTICE

14 August 20xx

TRAFFIC DIVERSION

This is to inform the citizens of Delhi that the route from ISBT to Red Fort via Kashmere Gate will remain closed in view of security arrangements for the Independence Day Celebrations at the Red Fort on 15 August 20xx. No vehicles will be allowed on this route from 7 a.m. to 2 p.m. All the commuters and travellers should use the Outer Ring Road to reach the ISBT. Inconvenience is regretted.
Issued in public interest by

Sd/-
The Chief Commissioner
Delhi Traffic Police

9. You are the Secretary of your School Literary Association. Write a notice giving details of the proposed inauguration of the Literary Association of your school.

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Ans :

JAIN VIDYASHARAM, CUDDALORE

NOTICE

1 March, 20xx

SCHOOL LITERARY ASSOCIATION INAUGURATION

All students and staff are cordially invited to the inauguration of the school's Literary Association on Monday, 10 March 20xx in the school library, 11 a.m. onwards. Our Chief Guest, renowned writer, Ms. Arundhati Roy, shall speak to the students on the importance of reading and writing.

XYZ
(Secretary, Literary Association)

10. Draft a notice as Rakshita/Rohit, President of the Cultural Society, informing students about a SPICMACAY programme featuring Bharatanatyam dancer Geeta Chandran on World Dance Day.

Ans :

MVN PUBLIC SCHOOL

NOTICE

24 March, 20xx

SPICMACAY PRESENTATION BY GEETA CHANDRAN

On the occasion of World Dance Day, our school is organising a SPICMACAY programme, where Geeta Chandran would be giving lecture demonstration. You all are hereby invited to attend the same and make the occasion memorable.
When : 27 March, 20xx
Where : School Auditorium

Rohit
(President, Cultural society)

EXERCISE (SOLVED)

1. You lost your wristwatch in your school auditorium. Write a notice for your school notice board giving a detailed description of the watch.

Ans :

SPRING FIELD SCHOOL, PUNE

NOTICE

5 November, 20xx

LOST WRISTWATCH

I lost my Fastrack wristwatch today in our school auditorium. It's an analogue watch with a white case, white dial, colourful numerals and white silicon strap. A suitable reward will be given to the one who finds and returns it to the undersigned.

Anirudh Roy
X-B

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2. Write a notice informing the students about the debate competition in the school on the topic 'School Uniforms Should be Banned'.

Ans :

ST. GIRI PUBLIC SCHOOL, MATHURA

NOTICE

25 April 20xx

DEBATE COMPETITION

All the students are hereby informed that an English Debate competition of the Zonal Level will be held in the school as per the details given below :

Date : 7 May 20xx
Time : 10:00 a.m.
Venue : School Auditorium
Topic : School uniforms should be banned.
Time limit : 3-4 mins. One each in favour and against. Interested students may give their name in pair to the undersigned by 2 May.

For further details, contact the undersigned.

Manak
(Head Boy)

3. As Health Secretary, draft a notice inviting Class X students of Citizens Public School, Varanasi, to enrol for a week-long cleanliness drive starting 2nd October.

NODIA

Ans :

CITIZENS PUBLIC SCHOOL, VARANASI

NOTICE

25 September 20xx

CLEANLINESS DRIVE

The Students Council of the school has decided to start a week-long cleanliness drive around the school from 2 October. It is in keeping with the spirit of Prime minister's initiative "Swachh Bharat Abhiyaan". Students of class X are requested to enrol for the drive as volunteers. Registration is open for two days, 28 September and 29 September, from 9 a.m. to 10:30 a.m.

Vinay Kapoor
(Health Secretary)

4. As the Director of the Primary Section, write a notice for the children announcing the programme for Children's Day.

Ans :

RAMJAS SCHOOL, R.K. PURAM

NOTICE

2 November 20xx

CHILDREN'S DAY PROGRAMME

The school is arranging a special programme for you on Children's Day, i.e. November 14. You can come in fancy dress and win a prize. There will be games for you. Kindly give the circular to your parents so that they can dress you beautifully for the Fancy Dress Competition.

Do not bring your books on November 14.

Monisha Mohanty
Director
Primary School

5. As librarian of Crescent International School, Gwalior, draft a notice asking all students and teachers to return the library books they have borrowed, two days before the commencement of the examination.

Ans :

CRESENT INTERNATIONAL SCHOOL, GWALIOR

NOTICE

5th March 20xx

RETURN THE LIBRARY BOOKS

All the students are hereby requested to deposit their library books with the librarian two days before the commencement, they will not be permitted to appear in the examination. It may be given topmost priority.

R.Gupta
Librarian

6. You are Amit/Amita, the Head Boy/Girl of Zenith Public School. Draft a notice for the school noticeboard inviting students to submit entries for the upcoming Britannia Quiz Contest to be held at the school.

Ans :

ZENITH PUBLIC SCHOOL, AGRA

NOTICE

20 February 20xx

SELECTION FOR QUIZ CONTEST

The students of classes from 9 to 12 may give their names for participating in I3ritannia Quiz Contest to be held on 25 March 20xx.

The applicants should have participated in the inter-house Quiz Contest. The selection will be held on 28 February 20xx.

R.K. Singh
Vice Principal

7. As Secretary of the Residents' Welfare Association, draft a notice informing citizens about safety measures like police verification, visitor registration, and CCTV installation to prevent kidnappings.

Ans :

RESIDENTS' WELFARE ASSOCIATION, GREEN PARK, NEW DELHI

NOTICE

17th July 20xx

ALERT FOR KIDNAPPING

As you all are aware a number of cases of kidnappings have taken place in our society in the past two months. This notice has been put up to inform everyone that after a close investigation, involvement of domestic help or some person closer to the family has been found in most cases. To ensure the safety of the child we all need to follow the steps listed below:

- Ensure police verification of servants, identity cards to be issued
- Register entry of unknown persons at the gate with the gatekeeper
- Installation of CCTV cameras in the premises

Everyone is requested to co-operate so that such incidents do not happen.

ABC
(Secretary, RWA)

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8. As Head Boy/Head Girl, draft a notice informing needy students to submit their book requirements in the box outside the Principal's office for Gandhi Education Society.

Ans :

MODERN PUBLIC SCHOOL, GHAZIABAD

NOTICE

5 July 20xx

DISTRIBUTION OF BOOKS FOR STUDENTS

This is for the information of all students that a charitable organization, Gandhi Education Society is coming to the school at 11 a.m. on 15 July 20xx to distribute books to the needy students. Such students are requested to drop the list of the books they need into the box kept outside principal's office latest by 10 July 20xx.

Abhilasha
(Head Girl)

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9. As General Secretary of the Sports Club, draft a notice inviting student entries for sports activities or stage performances for the Silver Jubilee Annual Sports Day at Meera Bai School.

Ans :

MEERA BAI SCHOOL, DEHRADUN

NOTICE

1 December 20xx

SILVER JUBILEE-CUM-SPORTS DAY

This is to inform all the students that the school is celebrating its silver jubilee soon.
Students/volunteers are invited to submit their names for participating in sports activities or wishing to organise/participate in the cultural programme.
Annual Sports Day on December 15 between 4 p.m. and 6:30 p.m.
Names should reach the undersigned latest by December 7 at the club, between 10 a.m. - 1 p.m.

Shikha Kapoor
(General Secretary)
Sports club

NODIA

10. As NSS Club in-charge of St. Andrew's School, draft a notice about a charity show to raise funds and collect articles for Uttarakhand earthquake victims, including event details.

Ans :

ST. ANDREW'S SCHOOL, BHOPAL

NOTICE

10th July 20xx

AN EVENING FOR A CAUSE

All are informed that our school is going to organize a charity show to collect articles and money for people affected by earthquake in Uttarakhand.
The details are as follows :
Date : 15th July 20xx
Time : 10 a.m. to 4 p.m.
Events : Puppet Show, Magic Show, Rock Band
Stalls : Books and Handicrafts
Venue : Playground
Tickets are available at the reception. Invite your family and friends and help in raising funds for the noble cause.

Shalini
Incharge, NSS Club

11. As the head of Physical Education Department, write a notice informing the students about the selection of athletes for the coming Zonal Athletic meet.

Ans :

BAL BHARTI PUBLIC SCHOOL, NOIDA

NOTICE

10 April 20xx

SELECTION OF ATHLETES FOR ZONAL ATHLETIC MEET

This is to inform the students of classes 5 to 8 that the selection of the athletes for the coming zonal athletic meet for sub-juniors and juniors will be done as per the timetable given below.

15 April 20xx (Sub-Junior events)

100 m and 200 m races, long jump, swimming : 7:00 a.m. to 9:30 a.m.

17 April 20xx (Junior events)

100 m 200 m, 4 x 100 m relay race, long jump, high jump, swimming : 7:00 a.m. to 9:00 a.m.

BS Batra
Head, Physical Education Department

12. As Sports Captain, draft a notice inviting budding cricketers to attend Under-16 and Under-18 trials for final school team selection. Include necessary details. Sign as Sunny Arora.

Ans :

MODERN PUBLIC SCHOOL

NOTICE

3 May 20xx

FINAL TRIALS FOR UNDER-16 AND UNDER-18

All the budding cricketers must attend the final trials in the school ground on 7 May, 20xx 9 a.m. to 4 p.m.
Eighteen players will be shortlisted for each team. You must carry your cricket kit and be in sports attire.

Sunny Arora
Sports Captain

13. Draft a notice for the noticeboard about a trekking holiday that your school is organising, giving all necessary details and asking the interested students to give their names.

Ans :

XYZ SCHOOL

NOTICE

10 September 20xx

TREKKING TOUR

This is to inform the students that the school Adventure Club are organising a trekking tour in the Uttarkashi ranges.
Those interested in trekking in the October holidays may please note the following :
Charges : 5000 per person
Dates : 10th to 17th October
Trek to : Uttarkashi
Names to be given to the undersigned by 20 September. For further information, please contact tour incharge Mr. Anurudh on 756836xxxx

Aditi Mohan
(School Prefect)

14. As Niti Singhal of Bright Future High School, draft a notice for the school noticeboard to locate the owner of an unclaimed cricket kit found after an inter-school championship.

Ans :

BRIGHT FUTURE HIGH SCHOOL

NOTICE

24 May 20xx

FOUND

An unclaimed cricket kit bag was found in the school playground on 20 May 20xx after the recent Inter-School Cricket Championship. The bag is black and has several stickers and logos but no name or initials for identification of the owner. The owner should kindly collect the kit from the undersigned immediately.

Niti Singhal
XI-A
Member Sports Club

15. While walking in a park in your colony you found a small briefcase with some documents and cash. Write a notice asking the owner to identify and collect it from you.

Ans :

CENTRAL PARK, DELHI

NOTICE

16th September 20xx

LOST AND FOUND

A briefcase containing some cash and documents was found in the park near the gymnasium side. The briefcase would be handed over to the owner after he/she identifies the same and is able to prove that it belongs to him/her. The owner may contact the undersigned between 7 a.m. and 9 a.m.

Rajat
Mob. No. 887166xxxx

16. Draft a notice as Amar/Amrita for the park noticeboard, informing about a found plastic bag with documents and cash, and asking the owner to contact 943912xxxx to claim it.

Ans :

CHILDREN'S PARK

NOTICE

10 March 20xx

FOUND! FOUND!

Found a small black plastic bag containing some documents and cash today morning. It was lying in the corner bench of the park. The owner may please contact the undersigned and collect the bag after identifying the documents and details of the cash. Please contact at 785312xxxx.

Amrita
(A concerned citizen)

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17. You are Sapna Singh, the Secretary of Cultural Committee of your school. Write a notice inviting students to participate in the Annual Day of the school to be organized next month.

Ans :

GALT PUBLIC SCHOOL, AGRA

NOTICE

20 September 20xx

ANNUAL DAY FUNCTION

The school is going to organize a cultural programme on Annual Day to be held on 12 October. The students willing to participate are invited to take part in theme song, group dance and instrumental music programmes. They should submit details (along with cultural achievements) to the undersigned latest by 28 September 20xx.

Sapna Singh
Secretary
(Cultural Committee)

18. You are Man/Mani, secretary of the History Club of K.V. Sr. Sec. School, Badodhra. Draft a notice informing the students of class IX and X about a proposed tour to Rajasthan during the coming summer vacations.

Ans :

K.V. SENIOR SECONDARY SCHOOL, BADODHRA

NOTICE

5 April 20xx

RAJASTHAN TOUR

This is to inform the students of classes 9 and 10 of a trip to Rajasthan from 12 to 17 May 20xx. The trip will cover Jaipur, Udaipur, Jaisalmer and Bikaner.
Those who wish to join the trip should submit written permission from their parents and a draft for ₹3000 latest by 12 April 20xx to the Vice Principal.

Mani
Secretary, History Club

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19. As Head of the English Club, draft a notice calling a meeting of office bearers to plan arrangements for English Week on International Day of English Language.

Ans :

REV. FRANCIS SCHOOL

NOTICE

9 March 20xx

MEETING OF ENGLISH LANGUAGE CLUB

On the occasion of International Day of English Language, our school is organizing its Annual English Week from 2 - 8 April, 20xx in the school campus. All executive members should join a meeting on
11 March 20xx at 12:30 pm in the Conference Room. Discussion regarding the detailed itinerary, the arrangements and duties for the Week will also be on the agenda of the meeting.

Sd/-
Jairam Reddy
President
English Club

20. As Rajesh Roshan, Secretary, Cultural Society, draft a notice inviting senior students to attend the Bal Mela on Children's Day, organized by the primary wing with various stalls.

Ans :

XYZ SCHOOL

NOTICE

4 November 20xx

BAL MELA

We are pleased to inform that the primary wing of our school is organising a Bal Mela on 14 November 20xx. There will be attractive stalls for eatables and games. Moreover, there will be joyrides and a lively musical band too. The students from classes VI-X are invited to attend the Mela along with their parents.

The schedule is as follows:
Date : 14 November 20xx
Time : 8:30 a.m. - 1:30 p.m.
Venue : School Playground

Looking forward to your active participation.
For details contact the undersigned:
Rajesh Roshan
Secretary
(Cultural Society)

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21. As the librarian of your school, write a notice informing the students of the penalty for losing or damaging the books issued to them.

Ans :

NEW AGE SCHOOL, ROHINI

NOTICE

10 July 20xx

PENALTY FOR LOSING OR DAMAGING THE BOOKS

This is to inform all the students that

- a fine of n per day will be charged if a book is not returned on the due date;
- the library card will be withdrawn if the returned book is found torn or damaged;
- The full price will be recovered from the student if a book is lost.

Shalini Singh
Librarian

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22. As Sukant Roy, Head of Ujjwal Bhavishya Educational Institution, draft a notice appealing to colleagues and students for monetary donations or assistance to support destitute children's upliftment.

Ans :

UJJWAL BHAVISHYA EDUCATIONAL INSTITUTION

NOTICE

12 October 20xx

HELPING DESTITUTE CHILDREN

Our educational institute is sponsoring a campaign to help countless destitute children on our streets and enable them to have a better life. You can strengthen us by sending your contributions in cash or kind. You can also assist these children by sending us your old devices such as tablets or laptops which will be repurposed for learning. Clothes and medicines are also accepted.

sd/-
Sukant Roy
Head
Ujjwal Bhavishya Educational lnstitution

23. As Yashika/Yasu, draft a notice for the society noticeboard inviting children to join a four-week soft skills course as part of a school project. Include purpose and details.

Ans :

BHUMIKA HOUSING SOCIETY

NOTICE

20 May 20xx

DEVELOPING SOFT SKILLS

A four-week soft skill training course (1 June 20xx to 28 June 20xx) is being organized for children of Bhumika Housing Society. Students will be made aware of acceptable personality traits, social graces, effective communication and leadership training. The class will be held in the community hall of the Society between 10 a.m. and 1.00 p.m. The participants will be selected on the basis of a test, which will be conducted on 25 May.

Yashika
Prefect
Progressive Public School

24. As School Secretary of the Social Service Club, draft a notice urging students to donate funds for lepers, to be sent to Red Cross, New Delhi, with receipts and awards for donations over ₹500.

Ans :

XYZ SCHOOL, NEW DELHI

NOTICE

5 September 20xx

DONATION FOR RED CROSS

Donations are invited for raising funds for lepers in the city. Funds collected will be sent to the Red Cross, New Delhi. Donors will be issued a formal receipt for the donation. A Red Cross will be awarded to the donor donating more than ₹500. You can leave your donation with the School Secretary.

Date : 6 September - 10 September 20xx
Time : 8:00 a.m. (zero period)
Place : Social Service (Lab Room 4)
The undersigned may be contacted for further queries.

Anju Puri
(School Secretary)
Social Service Club

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25. You are Joseph Mathew, Vice Principal of Sr. Aloysius Higher Secondary School. Write a notice informing the students about the audition schedule for the Annual Play Festival to be organised soon.

Ans :

ST. ALOYSIUS HIGHER SECONDARY SCHOOL, AGRA

NOTICE

2 September 20xx

PLAY FESTIVAL AUDITION

All four Houses will conduct auditions for the Annual Play Festival from 7th to 14th September 20xx, after school hours from 2:00 p.m. to 4:00 p.m.

Those interested should give their names to their House Captains. Previous experience of acting is not necessary.

Joseph Mathew
Vice Principal

26. As the Principal, write a notice informing the prefects, monitors and other discipline in-charge students of a Leadership Training Camp being organised by the school.

Ans :

A.P.J. SCHOOL, VASANT KUNJ

NOTICE

10 April 20xx

LEADERSHIP TRAINING CAMP

A leadership training camp is being organised on 15 April 20xx from 9:00 a.m. to 1:00 p.m. All prefects, class monitors, bus and line monitors shall attend this camp.

The programme will include the following :

Leadership Training Workshop
- 9 : 00 a.m. to 11 : 00 a.m.

Refreshment Break
- 11 : 00 a.m. to 11 : 30 a.m.

Question and Answer Session with Experts
- 11 : 30 a.m. to 12 : 00 p.m. S.K. Gulati

Principal

27. Neelam/Neelesh is the head girl/boy of Surya Public School, Agra. She/He decides to call a meeting of all house appointments for prize distribution function on Annual Day. Draft a meeting notice on her/his behalf.

Ans :

SURYA PUBLIC SCHOOL, AGRA

NOTICE

22 January 20xx

URGENT MEETING

All House Captains, Vice Captains and House Prefects are requested to attend a meeting at 12:30 p.m. on 23 January 20xx in the Conference Room to discuss prize distribution on Annual Day to be held on 29 January 20xx. All should submit their proposals as well as give suggestions.

Neelam
Head Girl

28. Your school is going to organize a blood donation camp next week. Write a notice to invite volunteers for this camp. You are the Head Boy of Prakriti International School, Delhi.

Ans :

PRAKRITI INTERNATIONAL SCHOOL, DELHI

NOTICE

4 October 20xx

BLOOD DONATION CAMP

It is a matter of pride that our school is organizing a blood donation camp from 10:30 a.m. to 5 p.m. on 9 October 20xx. For this camp, we need volunteers who can devote their time to making the camp a success. The interested students are requested to give their names to the undersigned within three days.

Kamal
Head Boy

29. You are Sahil Sagar, the President of Nehru Yuva Club, Delhi. You have planned to take a trekking trip for 15 days to Rohtang Pass next month. Write a notice to invite participants for trekking programme.

Ans :

NEHRU YUVA CLUB

NOTICE

20 May 20xx

TREKKING NOTICE

The Nehru Yuva Club, Delhi, is going to organize a 15-day trekking programme to Rohtang Pass from 20 June 20xx. All boarding and lodging arrangements will be done by the club with necessary equipment, etc. The interested participants may book their seats by depositing 55000 with the undersigned latest by 10 June 20xx.

Sahil Sagar
President

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30. You are Priya Sharma, Cultural Secretary of Sunrise Public School, Jaipur. The school is organising an Inter-House Street Play Competition on the theme 'Save the Environment' next month. Write a notice for the school noticeboard inviting students of classes IX to XII to participate. Include all necessary details.

Ans :

SUNRISE PUBLIC SCHOOL, JAIPUR

NOTICE

15 March, 20xx

INTER-HOUSE STREET PLAY COMPETITION

Students of classes IX to XII are informed that an Inter-House Street Play Competition on the theme 'Save the Environment' will be held on 10 April, 20xx at 10:00 a.m. in the School Amphitheatre. Interested students must register with their House Captains by 25 March, 20xx.

Priya Sharma
Cultural Secretary

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CHAPTER 4

E-MAIL WRITING

INTRODUCTION

E-mail, or electronic mail, is a form of online communication used to send messages quickly and efficiently. It can be formal, semi-formal, or informal, depending on the purpose, much like traditional letters. E-mails are designed to provide essential information, including details about events, dates, times, venues, and specific purposes. Learning to write an e-mail involves crafting clear and concise messages that convey necessary details effectively. This skill is invaluable in modern communication for personal, academic, and professional interactions.

PURPOSE OF E-MAIL

E-mail writing serves as an effective way to communicate important information quickly and efficiently. The main purposes of writing an e-mail are as follows:

1. **Quick and Safe Communication :** E-mails allow important and relevant information to be shared quickly and safely between the sender and recipient.
2. **Clear Understanding of Purpose :** Like a letter, an e-mail helps the recipient understand the purpose of the communication with all necessary and relevant details.
3. **Sharing Event Information :** E-mails are commonly used to provide essential details such as the event, date, time, venue, and purpose.
4. **Content Preservation :** Since e-mails are sent electronically, the content remains saved and can be referred to anytime for clarification, ensuring convenience and reliability.

TYPES OF E-MAIL

E-mails can be classified into different types based on their purpose and tone. The main types of e-mails are:

1. **Formal E-Mails :** These are written for official or professional purposes, such as job applications, business communication, or academic correspondence. They follow a structured format with polite language and proper etiquette.
2. **Informal E-Mails :** These are casual e-mails written to friends, family, or close acquaintances. They have a friendly tone and do not require a strict format.
3. **Semi-Formal E-Mails :** These e-mails are written for situations that are neither entirely formal nor informal, such as invitations, thank-you notes, or communication with acquaintances.
4. **Promotional E-Mails :** These are used by businesses to advertise products, services, or offers to customers. They aim to grab attention and encourage action.
5. **Transactional E-Mails :** These provide updates or confirmations, such as order details, booking confirmations, or payment receipts.
6. **Newsletter E-Mails :** These are regularly sent e-mails that provide updates, news, or information to subscribers about a specific topic or organization.

POINTS TO REMEMBER

Writing an effective e-mail requires attention to detail and adherence to certain guidelines to ensure clarity, professionalism, and purpose. Here are some important points to keep in mind:

1. **Clear Subject Line :** Write a subject line that clearly reflects the purpose of the e-mail to help the recipient understand its intent at a glance.
2. **Polite Tone :** Maintain a respectful and polite tone, whether the e-mail is formal, semi-formal,

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or informal, to leave a positive impression.

3. **Concise and Relevant Content :** Keep the e-mail brief and focused on the main purpose. Avoid unnecessary details that may confuse the recipient.
4. **Proper Grammar and Spelling :** Ensure the e-mail is free from grammatical and spelling errors for clarity and professionalism, as errors can reduce credibility.
5. **Structured Format :** Use a clear structure with a salutation, body, and proper closing to make the e-mail organized and easy to read.
6. **Avoid Slang or Abbreviations :** Do not use informal slang or abbreviations in formal or semi-formal e-mails to maintain professionalism and clarity.
7. **Provide Complete Information :** Include all necessary details, such as date, time, venue, or purpose, for the recipient's convenience and understanding.
8. **Use a Professional E-Mail Address :** For formal e-mails, ensure the sender's e-mail address is appropriate and professional to reflect seriousness.
9. **Proofread Before Sending :** Always check the e-mail for any errors or missing details before sending to ensure accuracy and completeness.
10. **Add Attachments Carefully :** If attaching files, ensure they are relevant, properly named, and correctly uploaded, and confirm they are mentioned in the e-mail body.

FORMAT OF E-MAIL

A well-structured e-mail ensures clarity and professionalism. Learning the correct format helps convey your message effectively. Correct format of an e-mail is given below :

To	recipient@example.com
Cc	[Optional: Add Cc addresses if required]
Bcc	[Optional: Add Bcc addresses if required]
Subject	Application for Leave
Salutation : Dear Sir/Madam, **Body :** **Introduction** I am writing to request leave for three days, from 20th to 22nd January 2025. **Main Content** Due to personal reasons, I will be unable to attend work during these days. I assure you that all pending tasks will be completed beforehand. **Conclusion** Thank you for your understanding and kind consideration. **Closing** Yours sincerely, Name [Your Full Name]	
Attachments	Leave_Application.pdf (if any)

PARTS OF E-MAIL

An e-mail is made up of several essential components, each serving a specific purpose to ensure effective communication. The main parts of an e-mail are as follows:

1. **Sender's E-Mail Address :** This is the e-mail address of the person sending the e-mail. It is typically displayed automatically by the e-mail platform. It ensures the recipient knows who the e-mail is from.
2. **Recipient's E-Mail Address :** The e-mail address of the person to whom the e-mail is sent. Make sure the address is correct to ensure delivery and proper communication.
3. **Cc (Carbon Copy) :** This optional field allows you to send a copy of the e-mail to additional recipients. Everyone can see who else received the e-mail, making it useful for transparency.
4. **Bcc (Blind Carbon Copy) :** Another optional field used to send a copy of the e-mail to additional recipients. The other recipients cannot see the Bcc addresses, ensuring confidentiality.
5. **Subject Line :** A concise and clear line summarizing the purpose of the e-mail. It helps the recipient quickly understand the topic of the message and prioritize its importance.
6. **Salutation :** A polite greeting to address the recipient, such as "Dear Sir/Madam" or "Hello [Name]." It sets the tone for the e-mail and shows respect or familiarity.
7. **Body of the E-Mail :** The main content of the e-mail, divided into three parts:
   - **Introduction :** Briefly states the purpose of the e-mail, providing context for the reader.
   - **Main Content :** Provides detailed information

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or explanation, focusing on clarity and relevance.
- **Conclusion :** Ends with a polite note or request, leaving a good impression.

8. **Closing Line :** A polite sign-off, such as "Yours sincerely" or "Best regards." It adds a formal touch to the e-mail and signals the end of the message.
9. **Sender's Name :** The full name of the sender at the end of the e-mail. It helps the recipient identify who sent the message and establishes credibility.
10. **Attachments :** Files or documents relevant to the e-mail's purpose, such as reports or applications, can be added and mentioned in the e-mail body for reference or action.

EXAMPLES

1. Write an e-mail to the principal of your school, requesting formal permission to organize a science quiz competition for students of different grades to encourage curiosity and teamwork.

Ans :

To	principal.xyzschool@gmail.com
Subject	Request for Permission to Organize Science Quiz

Dear Dr. Ramesh Gupta,
I hope this message finds you well. I am writing on behalf of the Science Club to seek your permission to organize a Science Quiz Competition for students of Grades 8 to 12.
The competition is proposed to be held on Friday, 10th February 2025, at the school auditorium from 10 a.m. to 12 p.m. This event aims to encourage curiosity, critical thinking, and teamwork among students. We also plan to invite a local scientist as the guest of honor to inspire participants.
We kindly request your approval to proceed with planning and organizing this event. Your support will be instrumental in making it a success. Please let us know if you require any additional information.
Thanking you,
Ananya Mehta
Secretary, Science Club
XYZ School

2. Write an e-mail to your friend inviting him or her to your upcoming birthday party at your house and describing all the fun activities planned for the evening.

Ans :

To	aditi.friend@gmail.com
Subject	My Birthday Party Invitation

To
Subject
Hi Aditi,
I hope you're doing great! I'm writing to let you know that I'm hosting a small birthday party, and I'd love for you to join.
The party will be on Saturday, 12th February 2025, at my house, starting at 5 p.m. It'll be a fun evening with lots of games, music, and, of course, cake! There's also a surprise activity planned that I'm sure you'll enjoy.
It wouldn't feel complete without you, so please make sure to come. Let me know if you can make it so I can count you in. I'm looking forward to catching up and having an amazing time together.
Take care and see you soon!
Cheers,
Riya

3. Write an e-mail to your neighbor, inviting their family to join a community clean-up drive to make the locality cleaner and more environmentally friendly.

Ans :

To	neighbor.mittal@gmail.com
Subject	Invitation to Community Clean-Up Drive

Dear Mrs. Mittal,
I hope this e-mail finds you well. I am writing on behalf of our Residents' Welfare Association to invite you and your family to join our Community Clean-Up Drive, scheduled for Sunday, 5th March 2025, from 8 a.m. to 12 p.m.
The initiative aims to clean our neighborhood park and surrounding areas to promote cleanliness and a healthier environment for everyone. Volunteers will meet at the main park entrance, and all necessary equipment, including gloves and trash bags, will be provided.

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Your participation would mean a lot to the community, and we hope you can join us in making a positive difference. Please let us know if you can attend. Best regards, Amit Shah Event Coordinator

4. Write an e-mail promoting a limited-time discount offer on cakes for a bakery business and encouraging customers to take advantage of the deal.

Ans :

To	valuedcustomers@bakerydelight.com
Subject	Enjoy 20% Off on All Cakes – Limited Time Offer!
Dear Valued Customer, We at Bakery Delight are excited to bring you a special offer you won't want to miss! For the next 7 days only, enjoy 20% off on all our freshly baked cakes, including your favorite chocolate truffle and red velvet. Visit our store at 123 Baker Street, or place your order online at www.bakerydelight.com to take advantage of this delicious deal. Use the code SWEET20 at checkout. Hurry, the offer ends Sunday, 12th February 2025! Treat yourself and your loved ones to the best cakes in town. Best wishes, Team Bakery Delight	

5. Write an e-mail confirming a booking for a hotel stay for a customer, including all details about their reservation and contact information for queries.

Ans :

To	priyasharma@gmail.com
Subject	Booking Confirmation – Harmony Hotel
Dear Priya Sharma, Thank you for choosing Harmony Hotel! We are pleased to confirm your booking as follows: Booking Details: Reservation Number: HH102345 Check-In Date: 15th March 2025 Check-Out Date: 18th March 2025 Room Type: Deluxe Suite Your booking includes complimentary breakfast, Wi-Fi access, and 24-hour room service. If you have any special requests or need assistance, please contact us at info@harmonyhotel.com or call +91-98765xxxxx. We look forward to hosting you for a delightful stay! Warm regards, The Harmony Hotel Team	

6. Write a newsletter e-mail for a fitness center announcing the launch of a new yoga program designed to improve flexibility and reduce stress for participants of all fitness levels.

Ans :

To	subscribers@fitandflexy.com
Subject	Introducing Our New Morning Yoga Program!
Dear Subscriber, We're thrilled to announce the launch of our Morning Yoga Program at Fit & Flexy Fitness Center, starting Monday, 1st March 2025. This program is specially designed for participants of all fitness levels and aims to improve flexibility, reduce stress, and promote overall well-being. Classes will be conducted every Monday, Wednesday, and Friday from 6 a.m. to 7 a.m. under the guidance of certified yoga instructors. As part of the launch, we're offering an introductory 15% discount on monthly memberships. Don't miss this opportunity to rejuvenate your mornings and start your day on a positive note! For details, visit www.fitandflexy.com or call us at +91-98765xxxxx. Stay Fit, Team Fit & Flexy	

7. Write an e-mail to the manager of a local bookstore, requesting a discount for the bulk purchase of academic and reference books for your school's library.

Ans :

To	manager.localbooks@gmail.com
Subject	Request for Discount on Library Books

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Dear Mr. Aman Goel,
I hope this e-mail finds you well. I am writing on behalf of St. Mary's School Library Committee to request a discount on the bulk purchase of books for our library.
Our list includes academic and reference books, which are essential for enriching our library resources. We plan to place the order by 10th February 2025, and your support in providing a discount would be greatly appreciated.
Your bookstore's reputation for offering excellent books at competitive prices makes us confident about forming a fruitful association. Please let us know your terms for bulk discounts. We are happy to provide any additional details and look forward to your positive response.
Thanking you,
Tara Sharma
Library Coordinator
St. Mary's School
Phone: +91-98765xxxxx

8. Write an e-mail to your neighbor inviting their family to a community tree plantation drive that promotes awareness about environmental conservation and greenery in the neighborhood.

Ans :

To	neighbor.mittal@gmail.com
Subject	Invitation to Community Tree Plantation Drive

Dear Mrs. Mittal,
I hope this e-mail finds you well. On behalf of the Green Earth Club of our neighborhood, I am writing to invite you and your family to participate in a Tree Plantation Drive, scheduled for Sunday, 16th March 2025, from 8 a.m. to 12 p.m. at Rosewood Park.
The event aims to spread awareness about environmental conservation and increase greenery in our locality. Volunteers will plant saplings, and all necessary materials, including gloves and tools, will be provided. We believe your family's involvement would inspire others to join hands for this meaningful initiative.
Please confirm your availability for the event. We look forward to your participation in making our neighborhood cleaner and greener.
Warm regards,
Amit Shah
Green Earth Club Coordinator

9. Write an e-mail promoting a 50% discount on gym memberships at a fitness center for a limited time, encouraging customers to join and prioritize their health.

Ans :

To	valuedmembers@fitnesshub.com
Subject	Limited-Time Offer – Get 50% Off on Gym Memberships!

Dear Member,
Are you ready to take your fitness journey to the next level? Fitness Hub is thrilled to announce a 50% discount on all gym memberships for a limited period! Join us today and enjoy state-of-the-art equipment, personalized training plans, and a variety of fitness classes, including Zumba, Yoga, and HIIT. The offer is valid from 1st February to 10th February 2025, so don't miss out on this incredible deal.
Sign up now at www.fitnesshub.com or visit your nearest Fitness Hub branch. Let's make health and wellness your priority this year!
Stay Strong,
Team Fitness Hub

10. Write an e-mail confirming a successful registration for an online coding workshop, including details about the schedule and contact information for queries.

Ans :

To	rahul.verma@gmail.com
Subject	Registration Confirmation – Online Coding Workshop

Dear Rahul Verma,
Thank you for registering for our Online Coding Workshop! We are excited to have you on board for this interactive learning experience.
Workshop Details:
Topic: Introduction to Python Programming
Date: 25th February 2025
Time: 3:00 p.m. to 6:00 p.m.
Platform: Zoom (Link will be shared 48 hours before the session)
During the workshop, you'll learn the basics of Python, including variables, loops, and functions, with hands-on exercises. For any queries, feel free to contact us at info@codeacademy.com or call +91-98765xxxxx.
We look forward to helping you embark on your coding journey!
Best regards,
Team Code Academy

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EXERCISE (SOLVED)

1. Write an e-mail to the principal of your school, requesting permission for your school team to participate in an inter-school debate competition and outlining the importance of such events for students.

Ans :

To	principal.xyzschool@gmail.com
Subject	Request for Permission to Participate in Inter-School Debate Competition
Dear Dr. Ramesh Gupta, I hope this e-mail finds you well. I am writing to seek your permission for our school debate team to participate in the Inter-School Debate Competition organized by ABC Public School on Friday, 3rd March 2025. The competition will provide a platform for students to enhance their critical thinking, communication skills, and confidence. Our school team has consistently performed well in such events, and this opportunity will allow them to showcase their abilities and learn from peers. Kindly grant us permission to register for the event and represent our school. We would also appreciate your guidance regarding any formalities required. Thanking you, Ananya Mehta Secretary, Debate Club XYZ School	

2. Write an e-mail to the editor of a local newspaper, requesting media coverage for your school's annual cultural program to promote the talents of students and attract community participation.

Ans :

To	editor.localnews@gmail.com
Subject	Request for Coverage of Annual Cultural Program
Dear Mr. Arvind Mishra, I hope this e-mail finds you well. On behalf of XYZ School, I am writing to request your esteemed newspaper's coverage of our Annual Cultural Program, scheduled for Saturday, 18th February 2025, at the school auditorium. This event celebrates the artistic and cultural talents of our students and includes performances in dance, drama, and music. The program also aims to foster community engagement and showcase the diversity of our school's cultural heritage. We would be honored to have your team cover the event and feature highlights in your publication. Please let us know if any additional details are required. Thanking you, Aarav Mishra Event Coordinator XYZ School	

3. Write an e-mail to your teacher, seeking guidance on completing your science project and asking for suggestions to improve its presentation.

Ans :

To	neha.teacher@gmail.com
Subject	Request for Guidance on Science Project
Dear Ms. Neha Singh, I hope you are doing well. I am writing to seek your guidance regarding my science project on renewable energy solutions. I have completed the research and initial presentation, but I feel there is room for improvement. Could you kindly review my work and suggest ways to enhance its content and visual appeal? I am particularly unsure about the statistical data presentation and the conclusion. If possible, I would appreciate your feedback during school hours or at your earliest convenience. Thank you for your constant support and encouragement. I look forward to your suggestions. Best regards, Rahul Sharma Class 10-B	

4. Write an e-mail to the principal, requesting permission to conduct a bake sale at school as part of a fundraiser for underprivileged children.

Ans :

To	principal.xyzschool@gmail.com
Subject	Request for Permission to Conduct a Bake Sale

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Dear Dr. Ramesh Gupta,
I hope this message finds you well. I am writing on behalf of the Students' Social Service Club to request your permission to organize a Bake Sale at school on Monday, 6th March 2025.
The funds raised from this event will be donated to the Smile Foundation, an organization supporting the education of underprivileged children. Our students and parents have shown great enthusiasm in contributing baked goods for the event, and we aim to make this initiative a success.
We kindly request your approval and any suggestions to ensure the smooth execution of this fundraiser.
Thanking you,
Riya Sen
President, Social Service Club
XYZ School

5. Write an e-mail to the principal of your school, requesting permission to organize an inter-house art competition and explaining its benefits for student creativity.

Ans :

To	principal.xyzschool@gmail.com
Subject	Request for Permission to Organize Inter-House Art Competition

Dear Dr. Ramesh Gupta,
I hope this e-mail finds you in good health. I am writing on behalf of the Art Club to request your permission to organize an Inter-House Art Competition at our school on Friday, 17th March 2025, in the school auditorium.
The event aims to encourage creativity and artistic expression among students while fostering healthy competition between the school houses. Students will participate in categories such as painting, sketching, and poster making, each based on the theme "Sustainability in Action."
Your approval would greatly support this initiative and inspire students to explore their artistic potential. Kindly let us know if any specific arrangements need to be made.
Thanking you,
Ritika Mehta
Secretary, Art Club
XYZ School

6. Write an e-mail to your teacher, requesting clarification on a math problem discussed in class and asking for additional examples for practice.

Ans :

To	amit.maththeacher@gmail.com
Subject	Request for Clarification on Math Problem

Dear Mr. Amit Kapoor,
I hope this message finds you well. I am writing to seek clarification regarding the problem-solving technique you taught in class for quadratic equations. While I have understood the basic steps, I am finding it challenging to apply them to certain word problems.
Could you kindly provide additional examples or suggest resources to help me practice? I would also appreciate a brief review of the example discussed in class, as I am unsure about a few steps.
Thank you for your guidance and support. I look forward to your advice.
Best regards,
Rahul Sharma
Class 10-B

7. Write an e-mail to a local business owner, requesting sponsorship for your school's sports day and offering them an opportunity to promote their brand.

Ans :

To	owner.localbusiness@gmail.com
Subject	Request for Sponsorship for Sports Day

Dear Mr. Ajay Verma,
I hope this e-mail finds you well. On behalf of XYZ School, I am writing to request your sponsorship for our Annual Sports Day, scheduled for Thursday, 23rd February 2025, at the school grounds.
This event brings together over 600 students and parents, celebrating sportsmanship and teamwork. Your sponsorship would help us provide better facilities for the event and promote a healthy lifestyle among students. In return, we would display your banners prominently and include your business in our promotional materials.
We hope you consider supporting this event and fostering a stronger connection with the community. Please let us know if you'd like to discuss further details.
Thanking you,
Meera Kapoor
Sports Day Coordinator
XYZ School

NODIA

8. Write an e-mail to a local NGO, requesting them to collaborate with your school for a cleanliness drive in your city and emphasizing the importance of the initiative.

Ans :

To	contact.ngo@gmail.com
Subject	Request for Collaboration on Cleanliness Drive
Dear Mr. Rohan Sharma, I hope this e-mail finds you well. On behalf of XYZ School, I am writing to request your collaboration for a Cleanliness Drive in our city, scheduled for Sunday, 2nd April 2025, from 9 a.m. to 12 p.m. This initiative aims to raise awareness about the importance of keeping our surroundings clean and maintaining public hygiene. We believe your NGO's expertise and active involvement in such causes will greatly enhance the impact of our event. We look forward to working together to make this campaign successful. Kindly let us know your availability and any additional details required from our side. Thanking you, Meera Kapoor Coordinator, Social Responsibility Club XYZ School	

9. Write an e-mail to the manager of a local transport company, requesting them to arrange buses for your school picnic and providing details about the trip.

Ans :

To	manager.transco@gmail.com
Subject	Request for Bus Arrangement for School Picnic
Dear Mr. Ravi Malhotra, I hope this e-mail finds you well. I am writing on behalf of XYZ School to request your assistance in arranging transport for our Annual School Picnic, scheduled for Monday, 10th April 2025. We require three buses to accommodate approximately 150 students and 10 staff members. The picnic destination is Lakeview Park, which is located 50 kilometers from our school. The buses will need to pick us up from the school at 8:00 a.m. and drop us back by 5:00 p.m. Please provide us with the rates and terms of service at your earliest convenience. We would greatly appreciate your cooperation in making this trip enjoyable and safe for our students. Thanking you, Riya Mehta Event Coordinator XYZ School	

10. Write an e-mail promoting a special discount on eco-friendly stationery products, encouraging customers to support sustainable living.

Ans :

To	customers@ecostationery.com
Subject	Save the Planet - Get 25% Off on Eco-Friendly Stationery!
Dear Customer, We at EcoStationery are thrilled to announce a 25% discount on all our eco-friendly stationery products! From bamboo pens and recycled notebooks to biodegradable folders, our products are perfect for supporting sustainable living. This special offer is valid until 30th April 2025. By choosing our eco-friendly products, you're not just saving money-you're contributing to a greener planet! Shop now at www.ecostationery.com and use the code ECO25 at checkout. Let's make small changes today for a better tomorrow! Warm regards, Team EcoStationery	

11. Write an e-mail to a local wildlife organization, requesting them to conduct a seminar at your school on the importance of wildlife conservation.

Ans :

To	info.wildlifeorg@gmail.com
Subject	Request for Wildlife Conservation Seminar at XYZ School
Dear Ms. Priya Sharma, I hope this message finds you well. On behalf of XYZ School, I am writing to request your esteemed organization to conduct a seminar on Wildlife Conservation for our students. The seminar is proposed to be held on Friday, 21st April 2025, at our school auditorium from 10:00 a.m. to 12:00 p.m. The session would	

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help students understand the importance of protecting wildlife and conserving natural habitats.
We believe your expertise and experience in this field will inspire our students to take meaningful steps toward environmental preservation. Kindly let us know if the proposed schedule is convenient or if any changes are required.
Thanking you,
Meera Kapoor
Environmental Club Coordinator
XYZ School

12. Write an e-mail to the principal of your school, requesting permission to organize a charity drive to support underprivileged children and explaining the purpose of the initiative.

Ans :

To	principal.xyzschool@gmail.com
Subject	Request for Permission to Organize Charity Drive

Dear Dr. Ramesh Gupta,
I hope this message finds you well. I am writing to request your kind permission to organize a Charity Drive at our school to support underprivileged children in our community.
The drive aims to collect donations in the form of books, clothes, and stationery, which will be distributed to children in need through the Hope Foundation. We propose to conduct this event from 15th to 20th April 2025 in the school lobby during lunch hours.
We believe this initiative will not only help the underprivileged but also instill a sense of social responsibility among our students. Kindly grant us permission and share any suggestions you may have to make this a success.
Thanking you,
Riya Sharma
President, Social Service Club
XYZ School

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13. Write an e-mail to your tuition teacher, requesting additional classes to prepare for an upcoming mathematics exam and specifying your areas of difficulty.

Ans :

To	math.tutor@gmail.com
Subject	Request for Additional Math Classes

Dear Mr. Anil Verma,
I hope you are doing well. I am writing to request your help in scheduling some additional classes to prepare for the upcoming mathematics exam in May.
While I have been practicing regularly, I am struggling with coordinate geometry and trigonometry. These topics seem particularly challenging, and I feel I need more guidance to strengthen my understanding and solve problems confidently.
Please let me know if you can accommodate extra sessions over the next few weeks. I truly appreciate your support and dedication in helping us excel.
Best regards,
Aryan Kapoor
Class 10-A

NODIA

14. Write an e-mail to the manager of a local sports store, requesting a sponsorship for your school's annual sports day and offering them promotional benefits during the event.

Ans :

To	manager.sportstore@gmail.com
Subject	Request for Sponsorship for Annual Sports Day

Dear Mr. Rohan Gupta,
I hope this message finds you well. On behalf of XYZ School, I am writing to request your sponsorship for our Annual Sports Day, scheduled for Friday, 28th April 2025, at the school grounds.
Your support will help us provide better facilities for the event and inspire young athletes to pursue excellence in sports. In return, we would be happy to promote your brand by displaying banners, logos on event brochures, and announcements during the program.
Please let us know your sponsorship terms or if you would like to discuss this proposal further. We look forward to your positive response.
Thanking you,
Meera Kapoor
Sports Day Coordinator
XYZ School

15. Write an e-mail to the Head of Sports Authority, requesting them to conduct a motivational session for young athletes at your school.

Ans :

To	sports.authority@gmail.com
Subject	Request for Motivational Session for Young Athletes

Dear Ms. Kavita Sharma,
I hope this e-mail finds you well. On behalf of XYZ School, I am writing to request your esteemed organization to conduct a motivational session for young athletes at our school.
We propose to hold the session on Friday, 10th March 2025, in the school auditorium. The event will aim to inspire students to pursue sports actively, understand discipline, and overcome challenges in their athletic journeys.
Your guidance and encouragement would leave a lasting impact on our budding athletes. Kindly let us know your availability and any requirements for the session.
Thanking you,
Aryan Kapoor
Sports Coordinator
XYZ School

16. Write an e-mail to your friend, sharing details about a school event you participated in and describing your experience of the competition.

Ans :

To	myfriend.rahul@gmail.com
Subject	Sharing My School Event Experience

Hi Rahul,
I hope you're doing great! I wanted to tell you about the Inter-House Quiz Competition I participated in last week-it was such an exciting experience!
Our team represented the Blue House, and we had to face three other teams in a battle of wits. The questions were tough, ranging from general knowledge to science, but thankfully, we managed to do well. Guess what? We won first place! It felt amazing to be on stage and answer the final tie-breaking question.
It was a day I'll never forget. Let's catch up soon so I can tell you all the details in person.
Cheers,
Aditi

17. Write an e-mail to your school librarian, requesting help in finding reference books and materials for an upcoming history project.

Ans :

To	librarian.xyzschool@gmail.com
Subject	Request for Assistance in Finding Reference Materials

Dear Mrs. Shalini Kapoor,
I hope you are doing well. I am writing to request your assistance in locating reference books and materials for my upcoming history project on "The Impact of the Industrial Revolution."
I would appreciate it if you could guide me toward resources like encyclopedias, journals, or specific history books that provide detailed information on this topic. Additionally, if any digital materials are available, please let me know how to access them.
Thank you for your time and support. I look forward to visiting the library at your convenience to go through the materials.
Best regards,
Riya Sen
Class 10-B

18. Write an e-mail to the manager of a local community hall, inquiring about the availability and charges for booking the hall for your school's farewell party.

Ans :

To	manager.communityhall@gmail.com
Subject	Inquiry About Hall Availability and Charges

Dear Mr. Rakesh Kumar,
I hope this e-mail finds you well. On behalf of XYZ School, I am writing to inquire about the availability of your Community Hall for our school's Farewell Party, scheduled for Saturday, 20th May 2025.
Could you please share details regarding the availability, charges, and the facilities provided with the hall booking? We would also like to know about seating arrangements and any additional costs for decorations or sound systems.
Your prompt response would help us finalize our plans and proceed with the booking. Thank you for your assistance.
Best regards,
Aarav Mishra
Cultural Secretary
XYZ School

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19. Write an e-mail to your school sports coach, asking for suggestions on preparing for the upcoming inter-school football tournament and requesting extra practice sessions.

Ans :

To	coach.xyzschool@gmail.com
Subject	Request for Guidance on Football Tournament Preparation

Dear Mr. Amit Kapoor,
I hope you are doing well. I am writing to seek your advice on preparing for the upcoming Inter-School Football Tournament, scheduled for next month.
While our team has been practicing regularly, we feel additional sessions focused on strategy and stamina would greatly improve our performance. Could you kindly guide us on the areas we need to improve and arrange for extra practice sessions over the next few weeks?
Your guidance has always been invaluable to us, and we are eager to make our school proud under your mentorship.
Best regards,
Aryan Sharma
Football Team Captain
XYZ School

20. Write an e-mail promoting a winter sale on school supplies by a local stationery shop, encouraging customers to avail themselves of discounts before the offer ends.

Ans :

To	customers@smartstationery.com
Subject	Winter Sale – Flat 30% Off on School Supplies!

Dear Valued Customer,
This winter, stock up on your favorite school supplies at unbeatable prices! Smart Stationery is offering a flat 30% discount on all items, including notebooks, pens, art supplies, and more.
Hurry, this special sale is valid from 1st January to 15th January 2025. Visit us at 123 Main Street or shop online at www.smartstationery.com to make the most of this amazing offer.
Let's make this school season more productive with quality supplies at discounted rates. Don't miss out-grab your essentials today!
Best wishes,
Team Smart Stationery

NODIA

21. Write an e-mail to the principal of your school, requesting permission to organize a workshop on time management for students before the final exams.

Ans :

To	principal.xyzschool@gmail.com
Subject	Request for Permission to Organize Time Management Workshop

Dear Dr. Ramesh Gupta,
I hope this e-mail finds you well. I am writing to request your kind permission to organize a Time Management Workshop for students of Classes 9 and 10 to help them prepare effectively for the upcoming final exams.
The workshop aims to teach students how to prioritize tasks, create effective study schedules, and avoid procrastination. We propose conducting the session on Friday, 10th March 2025, in the school auditorium during the second half of the day.
We believe this workshop will greatly benefit the students in managing their time better and reducing exam stress. Kindly let us know your approval and any specific guidelines for organizing the session.
Thanking you,
Aarav Mishra
Class 10-B

22. Write an e-mail to a publishing house, requesting details about bulk purchasing of textbooks for your school and inquiring about discounts for educational institutions.

Ans :

To	info.publishinghouse@gmail.com
Subject	Inquiry About Bulk Purchase of Textbooks

Dear Mr. Ajay Mehra,
I hope this message finds you well. On behalf of XYZ School, I am writing to inquire about the bulk purchase of textbooks for the academic year 2025-26.
We are particularly interested in your publications for English, Mathematics, and Science for Grades 8 to 10. Kindly share the pricing details for bulk orders and inform us if any discounts or special offers are available for educational institutions.

Your prompt response will help us finalize our book order. Please let us know if additional information is required from our end.
Thanking you,
Riya Sharma
Library Coordinator
XYZ School

23. Write an e-mail to the manager of a local event management company, requesting their assistance in organizing your school's annual cultural program.

Ans :

To	events.manager@gmail.com
Subject	Request for Assistance in Organizing Annual Cultural Program

Dear Mr. Rajiv Malhotra,
I hope this message finds you well. I am writing on behalf of XYZ School to request your assistance in organizing our Annual Cultural Program, scheduled for Saturday, 25th February 2025, in our school auditorium.
We require help with stage setup, lighting, sound arrangements, and decoration to make the event memorable. The program will include music, dance, and drama performances by our students. Please let us know your availability, service charges, and any additional information required to proceed.
Your professional expertise would greatly enhance the quality of the event, and we look forward to your support.
Thanking you,
Riya Mehta
Cultural Secretary
XYZ School

24. Write an e-mail to a local environmental NGO, inviting them to collaborate with your school in conducting a seminar on water conservation for students.

Ans :

To	contact.greenngo@gmail.com
Subject	Invitation to Conduct a Seminar on Water Conservation

Dear Ms. Priya Verma,
I hope this e-mail finds you well. On behalf of XYZ School, I am writing to invite your organization to conduct a seminar on Water Conservation, aimed at educating our students about the importance of saving water.
We propose to hold the seminar on Thursday, 20th April 2025, at our school auditorium from 10:00 a.m. to 12:00 p.m. Your expertise in environmental causes and awareness campaigns would make the session highly impactful for our students.
Please let us know if the proposed date works for you or if you would like to suggest an alternative. We look forward to collaborating with you for this meaningful event.
Thanking you,
Meera Sharma
Environmental Club Coordinator
XYZ School

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25. Write an e-mail to your teacher, seeking feedback on your English essay and asking for suggestions to improve its quality before submission.

Ans :

To	neha.teacher@gmail.com
Subject	Request for Feedback on English Essay

Dear Ms. Neha Sharma,
I hope this e-mail finds you well. I am writing to request your feedback on the English essay I have prepared on the topic "The Role of Technology in Education."
While I have tried to include all the points discussed in class, I feel there might be room for improvement in the structure and argumentation. Could you kindly review my draft and suggest any changes to enhance its overall quality?
I would appreciate your valuable input before the submission deadline. Thank you for your guidance and support.
Best regards,
Riya Sen
Class 10-B

26. Write an e-mail to a local artist inviting him/her to inaugurate the exhibition and be the Chief Guest on the occasion.

Ans :

To	arundhati.artworks@gmail.com
Subject	Invitation to Inaugurate Art Exhibition as Chief Guest

Dear Ms. Arundhati Roy,
I hope this message finds you well. On behalf of the Rising Artists' Association, I am delighted to invite you to inaugurate our upcoming art exhibition and honor us as the Chief Guest for the occasion.
The exhibition, titled "Expressions of Life", will showcase the works of talented local artists and will be held on Sunday, 25th February 2025, at the Harmony Art Gallery, Sector 12, New Town. The program will commence at 4:00 p.m., followed by a cultural evening.
Your inspiring presence would not only add grace to the event but also motivate the participating artists and art enthusiasts in attendance. We are confident that your insights and encouragement will make the event truly memorable.
Please confirm your availability at your earliest convenience. We look forward to welcoming you to this special occasion.
Thanking you,
Sneha Mukherjee
Event Coordinator
Rising Artists' Association
Phone: +91-98765xxxxx
Email: risingartists@gmail.com

27. Write an e-mail to your cousin, sharing your plans for the summer vacation and inviting them to visit your home for a fun holiday.

Ans :

To	rohan.cousin@gmail.com
Subject	Summer Vacation Plans

Hi Rohan,
I hope you're doing great! I'm so excited about the upcoming summer vacation and couldn't wait to share my plans with you.
This year, I've planned a mix of activities, including visiting a wildlife sanctuary, going on a trek, and trying some cool DIY projects. It would be amazing if you could visit us during the holidays. We could do all these fun things together and spend some quality time catching up.
Let me know if you can make it. I'm sure it'll be a vacation to remember!
Cheers,
Aryan

28. Write an e-mail promoting a free trial for an online learning platform, encouraging students to sign up and explore the benefits of e-learning.

Ans :

To	subscribers@eduonline.com
Subject	Start Your Free Trial – Explore E-Learning Today!

Dear Student,
Are you ready to take your learning to the next level? EduOnline, your trusted e-learning platform, is now offering a 7-day free trial to help you explore a wide range of courses from the comfort of your home.
With EduOnline, you can access interactive video lessons, practice quizzes, and expert support on subjects like mathematics, science, coding, and more. Our platform is designed to make learning engaging and effective.
Sign up for your free trial today at www.eduonline.com and discover how e-learning can transform the way you study. Don't miss out- this offer is available for a limited time only!
Best wishes,
Team EduOnline

29. Write an e-mail to your sports coach, asking for advice on improving your performance in athletics and seeking a personalized training schedule.

Ans :

To	coach.sports@gmail.com
Subject	Request for Guidance on Improving Athletic Performance

Dear Mr. Amit Verma,
I hope this message finds you well. I am writing to seek your guidance on improving my performance in athletics, particularly in the 100-meter sprint and long jump events.
While I have been practicing regularly, I feel I am not achieving the desired results. Could you kindly suggest some specific drills or techniques that might help me improve? Additionally, I would be grateful if you could assist me in creating a personalized training schedule to focus on my strengths and address my weaknesses.
Your advice and support have always been invaluable, and I look forward to your guidance in helping me perform better in the upcoming sports meet.

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Best regards, Aryan Sharma Class 10-A

30. Write an e-mail to your best friend, sharing your excitement about a recent school event you participated in and inviting them to visit you soon.

Ans :

To	myfriend.aditi@gmail.com
Subject	Guess What Happened!
Hi Aditi, I hope you're doing great! I couldn't wait to tell you about the amazing Annual Day Event at our school last week. I performed in a group dance, and guess what? We won first prize! It was such a thrilling experience, and the audience loved our performance. I wish you were here to see it. Let's plan for you to visit soon so we can catch up and have some fun. I'll even show you the video of the performance-I know you'll love it! Take care and let me know when you're free. Cheers, Riya	

31. Write an e-mail to your best friend, telling them about a recent adventure trip you went on and sharing the most exciting parts of the experience.

Ans :

To	mybestfriend@gmail.com
Subject	An Amazing Adventure Trip!
Hi Riya, I hope you're doing well! I just got back from an adventure trip to the mountains, and I couldn't wait to tell you all about it. We trekked up to the stunning Mystic Falls, which was the highlight of the trip. The climb was tough, but the breathtaking view from the top was totally worth it! We also went zip-lining and rock climbing, which were thrilling and a little scary at the same time. It was such an unforgettable experience, and I really wish you had been there with me. Let's plan a trip together soon-it'll be so much fun! Cheers, Aditi	

NODIA

32. Write an e-mail to your neighbor, inviting them to a family gathering at your home and sharing the details of the event.

Ans :

To	neighbor.mittal@gmail.com
Subject	Invitation to a Family Gathering
Dear Mrs. Mittal, I hope this e-mail finds you well. I am writing to invite you and your family to a family gathering we are hosting at our home on Saturday, 18th March 2025, starting at 6:00 p.m. The evening will include fun games, music, and a delicious dinner. We would love to have you join us and spend some quality time together. Your presence would truly make the occasion special for us. Please let us know if you will be able to attend. We are looking forward to hosting you and your family! Warm regards, Rohit Sharma	

33. Write an e-mail promoting an early bird discount for a summer camp organized by an adventure club, encouraging people to sign up before the deadline.

Ans :

To	subscribers@adventureclub.com
Subject	Early Bird Discount – Sign Up for Summer Camp Now!
Dear Adventurer, Are you ready for an unforgettable summer? Adventure Club is thrilled to announce its Summer Adventure Camp 2025, packed with thrilling activities like trekking, camping, and river rafting! Register before 15th April 2025 to enjoy an early bird discount of 20%. The camp is open to participants aged 12–18 and will run from 10th May to 15th May at the beautiful Mystic Valley. Don't miss out on this exciting opportunity to make memories, learn survival skills, and make new friends! Sign up today at www.adventureclub.com or call us at +91-98765xxxxx. See you at the camp! Team Adventure Club	

34. Write an e-mail to the local municipal authority, requesting them to repair damaged streetlights in your neighborhood to ensure safety and convenience for residents.

Ans :

To	municipal.authority@gmail.com
Subject	Request for Repair of Damaged Streetlights

Dear Mr. Ajay Verma,
I hope this message finds you well. I am writing on behalf of the residents of Greenwood Colony to request immediate attention to the issue of damaged streetlights in our locality.
Several streetlights, particularly on Main Road and Park Avenue, have been non-functional for weeks, leaving the area poorly lit during the night. This has raised concerns about the safety of pedestrians and the security of the neighborhood.
We kindly request you to arrange for the repair or replacement of the damaged lights at the earliest. Your prompt action will be greatly appreciated by the residents.
Thanking you,
Rohit Sharma
Resident, Greenwood Colony

35. Write an e-mail to your cousin, inviting them to join you on a family trip to the hills during the summer vacation and sharing your excitement.

Ans :

To	mycousin.ayesha@gmail.com
Subject	Family Trip to the Hills – Join Us!

Hi Ayesha,
I hope you're doing well! I'm so excited to share that we've planned a family trip to the hills during the summer vacation, and we'd love for you to join us!
We're heading to Manali from 15th to 20th May 2025, and the itinerary includes trekking, visiting beautiful waterfalls, and exploring the local markets. It's going to be an amazing adventure, and your company would make it even more fun.
Let me know if you can make it so we can finalize the arrangements. I can't wait to spend some quality time together amidst the serene mountains!
Cheers,
Aryan

36. Write an e-mail promoting a special workshop on creative writing for students and encouraging them to register for early bird discounts.

Ans :

To	subscribers@writersacademy.com
Subject	Unlock Your Creativity – Join Our Writing Workshop!

Dear Student,
Are you passionate about storytelling and creative expression? The Writers' Academy is excited to announce a Creative Writing Workshop, specially designed for young aspiring writers like you!
The workshop will be held online from 10th to 14th May 2025, focusing on story development, character building, and refining your writing style. Register before 30th April 2025 to enjoy an early bird discount of 20%.
Don't miss this opportunity to learn from expert mentors and bring your stories to life. Sign up today at www.writersacademy.com or contact us at +91-98765xxxxx for more details.
Happy Writing,
Team Writers' Academy

37. Write an e-mail to your best friend, describing your experience of visiting a historical monument and sharing what you learned during the visit.

Ans :

To	myfriend.ayesha@gmail.com
Subject	My Visit to a Historical Monument

Hi Ayesha,
I hope you're doing great! Last weekend, I visited the majestic Red Fort in Delhi, and it was such an incredible experience. The fort is a perfect blend of history and architecture, and I couldn't help but imagine the stories that the walls must hold.
I learned a lot about its significance during India's freedom struggle. The sound and light show in the evening beautifully narrated the history of the Mughal era. It was truly fascinating!
I wish you had been there with me-it would have been even more fun. Let's plan a trip together soon.
Cheers,
Aryan

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38. Write an e-mail promoting a weekend photography workshop for beginners, highlighting its features and encouraging registrations before the deadline.

Ans :

To	subscribers@photoworkshops.com
Subject	Weekend Photography Workshop – Capture Your Passion!

Dear Photography Enthusiast,
Do you love capturing moments but want to refine your skills? PhotoWorks Academy is hosting a Weekend Photography Workshop for beginners on Saturday and Sunday, 22nd-23rd April 2025, at the City Art Center.
Learn the basics of camera settings, lighting techniques, and composition from expert photographers. Participants will also have a hands-on outdoor photography session to practice what they learn.
Register before 10th April 2025 to enjoy an early bird discount of 15%. Limited seats are available, so don't miss this opportunity to turn your passion into skill!
Sign up now at www.photoworks.com or contact us at +91-98765xxxxx.
Happy Clicking,
Team PhotoWorks

39. Write an e-mail to your cousin, sharing your excitement about a school trip to a wildlife sanctuary and inviting them to join you on the adventure.

Ans :

To	mycousin.kriti@gmail.com
Subject	Excited About the Wildlife Sanctuary Trip!

Hi Kriti,
I hope you're doing great! I'm super excited about our school trip to Jim Corbett Wildlife Sanctuary next month and couldn't wait to tell you about it. We'll be exploring the forest, going on a safari, and learning about different species of wildlife. It's going to be such an adventure, and I was wondering if you'd like to join us! I'm sure it will be a fantastic experience, and we'll have so much fun together.
Let me know what you think. I'll send you all the details.
Cheers,
Aryan

NODIA

CHAPTER 5

COMPREHENSION

INTRODUCTION

Comprehension is a fundamental skill in English language learning, focusing on understanding and interpreting a given text. It tests a student's ability to read carefully, analyze details, and extract relevant information. The chapter on Comprehension equips students with strategies to identify the main ideas, infer meanings, and answer questions precisely. In the ICSE Class 10 English Language Paper, comprehension passage is designed to assess clarity in thought, logical reasoning, and concise expression. Mastering this skill requires careful reading, an understanding of context, and the ability to respond accurately to the given prompts, reflecting a thorough grasp of the text.

POINTS TO REMEMBER

Comprehension questions are designed to test your ability to understand, interpret, and express information accurately from a given passage. To perform well in this section, it is essential to follow a structured approach and adhere to specific guidelines. Below are the key points to keep in mind while preparing and answering comprehension questions:

1. **Understanding the Marking Scheme**
   Comprehension questions in the ICSE English Language Paper are divided into four parts:
   (i) Vocabulary (Synonyms): Two words from the passage are highlighted, and you need to choose the closest meaning from the options. Each correct answer carries 1 mark.
   (ii) Vocabulary (Antonyms): One word from the passage is highlighted, and you need to select the opposite meaning from the options provided. This carries 1 mark.
   (iii) Short Answer Questions: A total of five questions are asked, carrying 9 marks. Four questions are worth 2 marks each, and one question is worth 1 mark.
   (iv) Summary Writing: This part carries 8 marks, requiring you to summarize a specific section of the passage in 50 words.
2. **Guidelines for Answering**
   (i) Read the passage carefully multiple times to fully understand its meaning.
   (ii) Answers should be concise and to the point, avoiding unnecessary details.
   (iii) Always use your own words unless quoting from the passage is explicitly asked.
   (iv) Maintain a balance between textual language and your unique presentation.
   (v) Ensure your answers align with the tense and tone of the question.
3. **Summary Writing Instructions**
   (i) Start with a rough draft where key points are listed in bullet format.
   (ii) Edit the rough draft to finalize a coherent and concise summary of 50 words.
   (iii) Use a grid format for the fair copy, with one word per box. Articles, hyphenated words, and proper nouns with titles should be written in one box.
   (iv) Avoid using abbreviations, repeating points, or including direct speech.
   (v) Passive voice is preferred, but not mandatory. Ensure logical connections between points.
   (vi) Do not include any information not mentioned in the passage.
4. **Fair Copy Rules**
   (i) The fair copy should have no corrections or scratches.
   (ii) All spelling, grammar, and punctuation must be correct.
   (iii) Maintain simplicity and clarity in your writing style.
   (iv) The rough draft may or may not be canceled, based on specific instructions.
   (v) By following these detailed points, students can approach comprehension questions with clarity, precision, and confidence, ensuring optimal performance.

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EXAMPLES

1. Read the following passage carefully and answer the questions that follow:

On the outskirts of a bustling city, there was a quiet neighborhood known for its colorful gardens and tall mango trees. Among the homes stood a modest little house owned by an elderly man named Ravi. Ravi, a retired schoolteacher, spent his days tending to his garden and writing short stories. His garden was famous for its vibrant flowers and a single mango tree that had been planted by his late wife years ago.

Every summer, the tree bore sweet, golden mangoes that became the talk of the neighborhood. Children would eagerly wait for the season when Ravi would allow them to pluck the mangoes. Instead of selling the fruit, Ravi gave it away for free, saying, "These mangoes are a gift from the tree, and gifts should be shared."

One summer, however, things took a different turn. A construction company began work on a nearby plot of land. Their heavy machines caused vibrations that damaged the roots of the mango tree. Ravi noticed that the tree was shedding its leaves and the mangoes were fewer and smaller. Worried, he approached the company's manager and explained the problem, but his concerns were dismissed.

Determined to save the tree, Ravi turned to his neighbors for help. He shared the story of how his wife had planted the tree and how it had brought joy to the neighborhood for years. Inspired by his words, the neighbors joined hands with Ravi. Together, they wrote petitions, contacted local authorities, and even held a peaceful demonstration near the construction site.

The story of Ravi's mango tree spread quickly. A journalist wrote an article about the neighborhood's fight to save the tree, and it gained widespread attention. Environmentalists supported the cause, highlighting the importance of preserving urban greenery. Eventually, the construction company was forced to change its plans to protect the tree.

Though the tree had suffered, Ravi and his neighbors nurtured it back to health. They took turns watering it, enriching the soil, and ensuring it grew strong again. The next summer, the tree bore mangoes once more, and Ravi resumed his tradition of sharing them with everyone.

The experience brought the neighborhood closer together. People who had only exchanged polite greetings now worked as a team, sharing stories and laughter under the shade of the mango tree. Ravi felt a deep sense of fulfillment, knowing the tree his wife had planted was not just a source of fruit but also a symbol of unity and resilience.

Years later, Ravi's story and the fight to save the mango tree became a lesson for younger generations. It reminded them of the value of community, the importance of preserving nature, and the power of standing together for a common cause.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) modest (line 4)
- (a) luxurious
- (b) humble
- (c) large
- (d) ordinary

(ii) resilience (line 21)
- (a) fragility
- (b) strength
- (c) hesitation
- (d) patience

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(b) Which word in the passage is the opposite of 'dismissed'? [1]
- (i) ignored
- (ii) accepted
- (iii) rejected
- (iv) avoided

(c) Answer the following questions briefly in your own words:
- (i) Why was Ravi's mango tree special to the neighborhood? [2]
- (ii) What caused the mango tree to suffer, and how did Ravi respond? [2]
- (iii) How did the neighbors contribute to saving the tree? [2]
- (iv) What was the outcome of the neighborhood's efforts to save the tree? [1]
- (v) What lessons did the story of Ravi's mango tree teach? [2]

(d) Summarise how Ravi and his neighborhood saved the mango tree and its impact on their community in about 50 words. [8]

Ans :

(a) (i) (b) humble

The word "modest" in the passage describes Ravi's house, implying that it was simple

and unpretentious rather than luxurious or large. "Humble" fits this meaning best, while "luxurious," "large," and "ordinary" do not accurately capture the intended sense.

(ii) (b) strength
"Resilience" refers to the ability to recover from difficulties or setbacks. In the passage, it highlights how the mango tree and the neighborhood overcame adversity. "Strength" correctly conveys this meaning, while "fragility" is the opposite, and "hesitation" and "patience" do not fit in this context.

(b) (ii) accepted
The word "dismissed" means to reject or disregard something. The opposite of "dismissed" is "accepted," which means to acknowledge or approve something. "Ignored", "rejected" and "avoided" are similar in meaning to "dismissed" rather than being its opposite.

(c) (i) Ravi's mango tree was special because it was planted by his late wife, bore sweet mangoes every summer, and brought joy to the neighborhood.
(ii) The construction company's activities damaged the tree's roots, but Ravi rallied his neighbors to fight for its preservation.
(iii) Neighbors helped by signing petitions, contacting authorities, holding demonstrations, and nurturing the tree back to health.
(iv) The tree was saved, and it recovered, becoming a vibrant symbol of the neighborhood's unity.
(v) The story taught the value of preserving nature, the strength of community, and the importance of working together for a cause.

(d) Ravi and his neighbors saved the mango tree by uniting against its destruction. Their efforts protected the tree, restored its health, and strengthened their bonds. The mango tree became a lasting symbol of community resilience and environmental responsibility, inspiring future generations to cherish nature and stand together for common goals.

2. Read the following passage carefully and answer the questions that follow:
"Local School Students Lead the Way in Tackling Plastic Waste"

Last week, students from Greenfield High School organized a massive plastic waste cleanup drive that made headlines in the city of Rivertown. This initiative, spearheaded by the school's Eco Club, was part of their ongoing campaign, "Say No to Plastic," aimed at reducing single-use plastics and promoting sustainable practices in the community.

Over 200 students participated in the cleanup drive, targeting the Rivertown Riverbank, which had become heavily polluted with plastic waste over the years. Carrying gloves, garbage bags, and immense enthusiasm, the students worked tirelessly under the guidance of their teachers and local volunteers. Within a day, they collected over 1,500 kilograms of plastic waste, including bottles, wrappers, and broken household items.

Speaking to the local newspaper, 16-year-old Priya, the president of the Eco Club, said, "We realized the damage plastic waste was causing to our environment and decided to act. This isn't just about cleaning up today; it's about encouraging people to reduce plastic use every day."

The students didn't stop at just cleaning the riverbank. They sorted the collected waste into recyclable and non-recyclable categories and handed it over to the local recycling plant. They also distributed pamphlets to residents, educating them about the harmful effects of plastic on the environment. The pamphlets highlighted the dangers of plastic pollution, such as its impact on marine life, soil fertility, and human health.

The school principal, Mr. Verma, praised the students for their initiative. "This generation is showing us what true leadership and responsibility look like," he said. "Their actions inspire not just their peers but the entire community to take steps toward a cleaner, greener future."

The drive also attracted the attention of the Rivertown Municipality. The mayor commended the students for their efforts and announced plans to install more public recycling bins around the city. She also promised stricter enforcement of the city's ban on single-use plastics.

Several local businesses joined the campaign by pledging to reduce plastic packaging and use biodegradable alternatives. A café near the riverbank even introduced discounts for customers who bring their own reusable cups.

What makes this story remarkable is the ripple effect it created. Inspired by Greenfield High's initiative, other schools in the city are now planning similar cleanup drives and workshops on sustainable living. The students' actions

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have sparked a citywide conversation about the importance of environmental responsibility.

The Eco Club has bigger plans for the future. Priya revealed that the club is working on a proposal for a community composting program and organizing tree-planting events. "We want to show that small steps can lead to big changes," she said.

As Rivertown begins its journey toward a greener tomorrow, the students of Greenfield High School have proven that young people can lead the way in tackling some of the world's most pressing issues.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) initiative (line 54)
- (a) hesitation
- (b) action
- (c) failure
- (d) resistance

(ii) pledging (line 48)
- (a) promising
- (b) avoiding
- (c) ignoring
- (d) hesitating

(b) Which word in the passage is the opposite of 'reduce'? [1]
- (i) increase
- (ii) minimize
- (iii) lower
- (iv) control

(c) Answer the following questions briefly in your own words:
- (i) What was the goal of the cleanup drive organized by Greenfield High School? [2]
- (ii) How did the students ensure the plastic waste was handled responsibly? [2]
- (iii) What actions did the Rivertown Municipality take after the cleanup drive? [2]
- (iv) How did local businesses contribute to the campaign? [1]
- (v) What future plans does the Eco Club have? [2]

(d) Summarise how the students of Greenfield High School made a difference in Rivertown through their cleanup drive, in about 50 words. [8]

Ans :

(a) (i) (b) action
"Initiative" refers to taking action or leading a project. In the passage, it describes the students' effort to tackle plastic waste. "Hesitation" (a) and "resistance" (d) mean reluctance to act, which is the opposite of initiative, while "failure" (c) is incorrect since the students succeeded in their efforts.

(ii) (a) promising
"Pledging" means making a firm commitment or promise. In the passage, local businesses "pledged" to reduce plastic packaging, meaning they promised to do so. "Avoiding" (b), "ignoring" (c), and "hesitating" (d) do not fit the meaning in this context.

(b) (i) increase
"Reduce" means to make something smaller or lessen its impact. The opposite is "increase," which means to make something larger. "Minimize" (ii) and "lower" (iii) are synonyms of "reduce," while "control" (iv) means to manage but does not directly oppose "reduce."

(c) (i) The goal was to reduce plastic waste, clean the Rivertown Riverbank, and promote sustainable practices in the community.

(ii) The students sorted the waste into recyclable and non-recyclable categories and sent it to a recycling plant.

(iii) The Rivertown Municipality promised more recycling bins and stricter enforcement of the single-use plastic ban.

(iv) Local businesses pledged to reduce plastic packaging and adopt biodegradable alternatives.

(v) The Eco Club plans to launch a community composting program and organize tree-planting events.

(d) The students of Greenfield High organized a cleanup drive that removed 1,500 kilograms of plastic waste, inspired sustainable practices, and involved the municipality and businesses. Their efforts raised awareness about plastic pollution, encouraged recycling, and sparked environmental initiatives citywide, proving the power of youth in creating a greener future.

3. Read the following passage carefully and answer the questions that follow:

In the quiet village of Lumora, nestled between rolling hills, there lived a young boy named Zian. Zian was unlike the other children in the village.

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While they spent their days playing games, Zian loved to sit under an ancient banyan tree at the edge of the village, sketching the birds and animals that came to drink from the nearby stream.

One day, while sketching a rare bird with vibrant blue feathers, Zian noticed an old man watching him from a distance. The man wore a long cloak and carried a staff carved with intricate designs. "Your sketches are impressive," the man said, approaching Zian. "You have the eyes of an artist."

Zian smiled shyly and said, "Thank you, but it's just a hobby." The old man chuckled and introduced himself as Master Kael, a traveling craftsman who had come to Lumora to trade his handmade tools and trinkets.

Master Kael asked Zian to show him more of his sketches, and as he flipped through the pages of Zian's notebook, his expression turned serious. "These are not just drawings," he said. "You have a gift, Zian. Have you ever thought of becoming an artist?"

Zian hesitated. "I've thought about it, but I'm not sure if I'm good enough. Besides, my family needs me to work in the fields."

Master Kael placed a reassuring hand on Zian's shoulder. "A true artist doesn't wait for the right moment. They create it. If you're willing to learn, I can teach you how to bring your art to life."

Over the next few weeks, Zian spent his evenings learning from Master Kael. He discovered new techniques for shading, perspective, and even carving intricate designs onto wood. Master Kael also taught him how to find inspiration in the smallest details, like the way sunlight danced on the surface of the stream or how the wind rustled through the trees.

As Zian's skills improved, Master Kael suggested they work on a special project: a carved wooden panel that depicted the story of Lumora's founding. The villagers, curious about their work, often gathered around to watch the carving take shape. For Zian, it was the first time he felt that his art could truly connect with others.

When the panel was complete, it was unveiled in the village square. The intricate design and lifelike details left everyone speechless. The village elder, moved by the depiction of Lumora's history, declared it a treasure that would be passed down for generations.

Master Kael prepared to leave Lumora, but before he departed, he gave Zian a set of carving tools. "Use these to keep creating," he said. "You have a rare talent, and the world needs to see it."

Zian waved goodbye, his heart full of gratitude. From that day on, he balanced his duties in the fields with his passion for art, eventually becoming known as Lumora's finest artist. Zian's story reminded the villagers that sometimes, all it takes is one person's belief to awaken the potential within.

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Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) intricate (line 11)
- (a) simple
- (b) detailed
- (c) rough
- (d) plain

(ii) potential (line 65)
- (a) weakness
- (b) opportunity
- (c) talent
- (d) effort

(b) Which word in the passage is the opposite of 'departed'? [1]

(i) arrived
(ii) left
(iii) vanished
(iv) moved

(c) Answer the following questions briefly in your own words:

(i) What made Zian different from the other children in Lumora? [2]

(ii) How did Master Kael help Zian develop his skills? [2]

(iii) What was the special project Zian worked on, and how did it impact the villagers? [2]

(iv) What gift did Master Kael leave for Zian, and why was it important? [1]

(v) What lesson does Zian's story teach? [2]

(d) Summarise how Zian discovered and pursued his artistic talent with the help of Master Kael, in about 50 words. [8]

Ans :

(a) (i) (b) detailed

"Intricate" refers to something that has complex and detailed patterns or designs. In the passage, Master Kael's staff is described as having "intricate designs," meaning it was finely detailed rather than simple (a), rough (c), or plain (d).

(ii) (c) talent
"Potential" refers to an ability or talent that is not yet fully developed but has the possibility of growth. The passage states that Zian's story reminded the villagers about awakening the potential within, meaning discovering hidden talent rather than weakness (a), opportunity (b), or effort (d).

(b) (i) arrived
"Departed" means "left" or "went away," so its opposite is "arrived" (i), which means to come to a place. "Left" (ii) is a synonym, and "vanished" (iii) and "moved" (iv) do not convey the opposite meaning clearly.

(c) (i) Zian loved to sketch birds and animals, finding beauty in nature, unlike other children who spent their time playing games.
(ii) Master Kael taught Zian advanced artistic techniques like shading, perspective, and wood carving, helping him find inspiration in everyday details.
(iii) Zian worked on a carved panel depicting Lumora's history, which connected with the villagers and became a treasured artifact.
(iv) Master Kael gifted Zian a set of carving tools, symbolizing his belief in Zian's talent and encouraging him to keep creating.
(v) Zian's story teaches the importance of recognizing and nurturing one's talent and how a mentor's belief can inspire greatness.

(d) Zian discovered his artistic potential with the guidance of Master Kael, who taught him techniques and encouraged him to embrace his talent. Their collaborative project brought the community together and gave Zian confidence. Zian's journey shows the transformative power of mentorship and self-belief in unlocking hidden abilities.

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4. Read the following passage carefully and answer the questions that follow:
In the bustling coastal town of Soreya, there lived a young girl named Tanishi, who spent her days collecting seashells by the shore. Unlike the other children, who saw the shells as mere trinkets, Tanishi believed each shell had a story. She would sit for hours, imagining the journey a shell might have taken through the vast ocean before arriving at her feet.

One morning, while walking along the beach after a fierce storm, Tanishi stumbled upon an unusual discovery. Half-buried in the sand was a golden conch shell, gleaming in the sunlight. Its surface was smooth and shone like polished metal. Tanishi picked it up carefully and noticed strange patterns etched along its curves.

Curious, she showed the conch to her grandfather, an old sailor who had traveled far and wide. His eyes widened as he examined it. "This is no ordinary conch, Tanishi," he said. "Legends speak of a golden conch that carries the blessings of the sea goddess. It is said to grant a wish to those who find it, but only if their heart is pure."

Tanishi was skeptical but intrigued. "What would you wish for if it were true?" she asked her grandfather. He smiled wistfully. "I'd wish for the fishermen of Soreya to have safer journeys. The sea can be unforgiving, but this town depends on it for survival."

That evening, as the stars lit up the sky, Tanishi took the golden conch to the water's edge. Holding it tightly, she closed her eyes and whispered, "I wish for calm seas and safety for all who sail." She then placed the conch back into the water and watched as it disappeared beneath the waves.

The next day, news spread through the town of an extraordinary change. Fishermen reported that the stormy waters had calmed, and their nets were fuller than ever before. The once-fickle winds now seemed to guide their sails with gentle precision.

Tanishi's grandfather was overjoyed, but he noticed that Tanishi never mentioned the golden conch again. When he asked, she simply smiled and said, "Perhaps the sea decided to be kind."

The story of the golden conch spread across Soreya, and Tanishi became known as the girl who brought peace to the sea. She continued to collect shells, each one reminding her of the conch and its silent power. The beach became a gathering place, where the villagers shared stories and dreams, inspired by Tanishi's selflessness.

Years later, when Tanishi grew up and became a marine biologist, she dedicated her life to protecting the ocean. For her, the golden conch was not just a legend but a symbol of the harmony that could exist between people and nature.

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Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]
   (i) etched (line 7)
      (a) carved
      (b) erased
      (c) painted
      (d) polished
   (ii) unforgiving (line 13)
      (a) harsh
      (b) kind
      (c) lenient
      (d) weak

(b) Which word in the passage is the opposite of 'stormy'? [1]
   (i) calm
   (ii) windy
   (iii) turbulent
   (iv) rough

(c) Answer the following questions briefly in your own words:
   (i) What made Tanishi believe the golden conch was special? [2]
   (ii) What did Tanishi wish for, and how did she make her wish? [2]
   (iii) How did the sea respond after Tanishi made her wish? [2]
   (iv) Why did the villagers gather at the beach after hearing Tanishi's story? [1]
   (v) What did the golden conch symbolize for Tanishi as she grew older? [2]

(d) Summarise how Tanishi's discovery of the golden conch impacted her town and influenced her life, in about 50 words. [8]

Ans :

(a) (i) (a) carved
"Etched" means something that has been engraved or inscribed onto a surface. In the passage, the patterns on the golden conch are described as "etched along its curves," meaning they were carved into the shell rather than erased (b), painted (c), or polished (d).

(ii) (a) harsh
"Unforgiving" refers to something that is severe and does not show mercy. In the passage, the sea is described as "unforgiving," meaning it is harsh and dangerous, rather than kind (b), lenient (c), or weak (d).

(b) (i) calm
"Stormy" refers to turbulent or rough weather, while "calm" (i) is its opposite, meaning peaceful and still. "Windy" (ii), "turbulent" (iii), and "rough" (iv) all describe storm-like conditions rather than being opposites of "stormy."

(c) (i) Tanishi's grandfather told her the golden conch was a legendary object blessed by the sea goddess, capable of granting a pure-hearted wish.
   (ii) Tanishi wished for calm seas and safe journeys for the fishermen, whispering her wish to the conch and placing it in the water.
   (iii) The sea calmed, fishermen's nets overflowed with fish, and the winds became steady and favorable.
   (iv) The villagers gathered at the beach to share stories and dreams, inspired by Tanishi's selflessness and the legend of the golden conch.
   (v) For Tanishi, the golden conch symbolized harmony between people and nature, inspiring her to dedicate her life to ocean conservation.

(d) Tanishi's discovery of the golden conch brought peace and prosperity to her town, calming the seas and uniting the villagers. Inspired by the conch's symbolic power, Tanishi pursued a lifelong commitment to protecting the ocean, showing how one selfless act can create lasting harmony and hope.

5. Read the following passage carefully and answer the questions that follow:
Jane Austen, one of the most beloved authors in English literature, was born on December 16, 1775, in Steventon, Hampshire, England. She was the seventh of eight children in a lively family. Her father, George Austen, was a clergyman who encouraged his children to read and write, while her mother, Cassandra, was known for her wit and storytelling. Jane's family played a significant role in shaping her creativity and love for literature.

From a young age, Jane displayed a talent for writing. She began crafting short stories, plays, and satirical pieces to entertain her family. These early works, later called Juvenilia, showcased her humor, intelligence, and sharp observation of human behavior. Her childhood was filled with opportunities to read extensively and engage in discussions, which honed her skills as a writer.

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Jane Austen's novels are known for their timeless themes of love, family, social class, and personal growth. Her most famous works include Sense and Sensibility (1811), Pride and Prejudice (1813), and Emma (1815). These novels offer a vivid portrayal of the social dynamics of the late 18th and early 19th centuries. Through her characters, Austen explored the constraints placed on women and their struggles to find a balance between societal expectations and personal happiness.

Her second novel, Pride and Prejudice, remains one of the most celebrated works in English literature. The story follows Elizabeth Bennet, a witty and independent young woman, and her evolving relationship with Mr. Darcy, a wealthy but initially aloof gentleman. Elizabeth's strong character was groundbreaking for its time, as it challenged the stereotypical image of women in literature.

During her lifetime, Jane Austen faced challenges as a woman writer. She published her novels anonymously, with the title pages simply reading, "By a Lady." This was a common practice among women writers who sought to avoid societal prejudice. Despite this anonymity, her works gained popularity, and her keen observations and humor resonated with readers.

Austen completed six major novels before her untimely death at the age of 41 in 1817. Her last two works, Persuasion and Northanger Abbey, were published posthumously. Persuasion is particularly admired for its mature perspective on love and loss.

Today, Jane Austen's legacy endures through her novels, which have been adapted into countless films, television series, and modern retellings. Her ability to blend romance with social commentary makes her stories relevant even centuries later. Austen's works continue to inspire readers and provide insights into human nature and society.

Beyond her literary achievements, Jane Austen's life story is a testament to resilience and creativity. Despite living in a time when women had limited opportunities, she carved a space for herself as one of the greatest authors in history. Her influence is not confined to literature but extends to popular culture, academic studies, and the hearts of millions of readers worldwide.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) constraints (line 25)
  (a) freedoms
  (b) restrictions
  (c) rights
  (d) privileges

(ii) groundbreaking (line 35)
  (a) ordinary
  (b) pioneering
  (c) outdated
  (d) traditional

(b) Which word in the passage is the opposite of 'popularity'? [1]
(i) obscurity
(ii) fame
(iii) recognition
(iv) respect

(c) Answer the following questions briefly in your own words:
(i) How did Jane Austen's upbringing influence her writing? [2]
(ii) Why did Jane Austen publish her works anonymously? [2]
(iii) What themes did Jane Austen explore in her novels? [2]
(iv) Why is Elizabeth Bennet a significant character in Pride and Prejudice? [1]
(v) How does Jane Austen's legacy remain relevant today? [2]

(d) Summarise Jane Austen's life, her contributions to literature, and the enduring impact of her works, in about 50 words. [8]

Ans :

(a) (i) (b) restrictions
"Constraints" refer to limitations or restrictions that prevent someone from doing something freely. In the passage, Austen explored the "constraints placed on women," meaning the social restrictions they faced, not freedoms (a), rights (c), or privileges (d).

(ii) (b) pioneering
"Groundbreaking" means something that is innovative and sets new standards. In the passage, Elizabeth Bennet's character is described as "groundbreaking" because she was an independent and strong female character in literature, making her pioneering (b) rather than ordinary (a), outdated (c), or traditional (d).

(b) (i) obscurity
"Popularity" means widespread recognition or admiration. The opposite of this is "obscurity"

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(i), which means being unknown or not widely recognized. "Fame" (ii), "recognition" (iii), and "respect" (iv) are all synonyms of popularity rather than antonyms.

(c) (i) Jane Austen's father encouraged reading and writing, and her family's lively discussions and storytelling nurtured her creativity.

(ii) Jane published anonymously to avoid societal prejudice against women writers, a common practice in her time.

(iii) Austen explored love, social class, personal growth, and the struggles of women balancing societal expectations with happiness.

(iv) Elizabeth Bennet is significant for her wit, independence, and ability to challenge societal norms, making her a strong role model.

(v) Jane Austen's legacy endures through adaptations of her novels and their timeless themes, which continue to inspire readers and reflect human nature.

(d) Jane Austen's novels, such as Pride and Prejudice, blend romance and social commentary, addressing themes of love and women's struggles. Despite societal challenges, she achieved lasting fame. Her works, celebrated for their wit and realism, remain relevant, inspiring readers and adaptations worldwide, solidifying her place among the greatest authors in history.

6. Read the following passage carefully and answer the questions that follow:

Kindness is one of the most underrated yet powerful qualities that a person can possess. In today's fast-paced world, where competition and self-interest often take precedence, the value of being kind to others is sometimes overlooked. However, acts of kindness, no matter how small, have the potential to create a ripple effect that transforms not only the lives of those who receive it but also the lives of those who practice it.

Kindness comes in many forms. It could be as simple as holding the door open for someone, offering a genuine compliment, or helping a stranger in need. It doesn't require wealth or special skills; all it demands is empathy and a willingness to make someone else's day a little better. Studies have shown that acts of kindness not only bring joy to others but also boost the mental and emotional well-being of the person performing them. Kindness triggers the release of endorphins and oxytocin, the "feel-good" hormones, reducing stress and increasing overall happiness.

In society, kindness plays a crucial role in building strong and meaningful relationships. When people are kind to one another, they foster trust and understanding, which are essential for harmony and cooperation. A workplace where kindness is encouraged often sees better teamwork, improved morale, and higher productivity. Similarly, communities built on mutual support and kindness are more resilient during tough times.

Kindness is particularly important in resolving conflicts. A kind word or gesture can diffuse tension and pave the way for constructive dialogue. It allows individuals to see things from another's perspective and work toward solutions that benefit everyone. In this way, kindness has the power to break down barriers and promote unity.

Despite its importance, kindness is not always easy to practice. It requires patience, humility, and a conscious effort to put others before oneself. In moments of anger or frustration, choosing to respond with kindness instead of hostility can be challenging, but it is often the most effective way to resolve issues and maintain peace.

Teaching kindness from an early age can shape the next generation into compassionate individuals. Parents, educators, and role models play a significant role in instilling this value in children. Stories, lessons, and real-life examples of kindness can inspire young minds to adopt this quality and carry it into adulthood.

Ultimately, kindness is not just a moral choice but a necessity for a better world. It strengthens bonds, heals wounds, and spreads positivity. In a world that often feels divided, kindness serves as a reminder of our shared humanity. When people choose to be kind, they create a chain reaction of goodwill, proving that even small acts can lead to big changes.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) precedence (line 2)

(a) delay

(b) priority

(c) hesitation

(d) indifference

(ii) resilient (line 12)
(a) strong
(b) vulnerable
(c) temporary
(d) resistant

(b) Which word in the passage is the opposite of 'hostility'? [1]
(i) anger
(ii) cooperation
(iii) kindness
(iv) frustration

(c) Answer the following questions briefly in your own words:
(i) What are some simple acts of kindness mentioned in the passage? [2]
(ii) How does kindness benefit the person who practices it? [2]
(iii) Why is kindness important in resolving conflicts? [2]
(iv) What role do parents and educators play in teaching kindness? [1]
(v) How can kindness lead to a better world? [2]

(d) Summarise the significance of kindness in daily life, as explained in the passage, in about 50 words. [8]

Ans :

(a) (i) (b) priority
"Precedence" refers to something being considered more important than something else. In the passage, competition and self-interest are said to "take precedence," meaning they are given higher priority than kindness. It does not mean "delay" (a), "hesitation" (c), or "indifference" (d).

(ii) (a) strong
"Resilient" means the ability to recover quickly from difficulties or to be strong and adaptable. The passage mentions that communities built on kindness are more "resilient during tough times," meaning they are strong (a) rather than vulnerable (b), temporary (c), or resistant (d) (which has a different meaning in this context).

(b) (iii) kindness
"Hostility" refers to aggression or opposition. The opposite of hostility is "kindness" (iii), which promotes peace and goodwill. "Anger" (i), "cooperation" (ii), and "frustration" (iv) are not direct antonyms of hostility.

(c) (i) Simple acts of kindness include holding a door open, giving compliments, or helping someone in need.
(ii) Kindness boosts mental well-being by releasing "feel-good" hormones like endorphins and oxytocin, reducing stress and increasing happiness.
(iii) Kindness helps resolve conflicts by promoting understanding, reducing tension, and encouraging constructive dialogue.
(iv) Parents and educators teach kindness by setting examples and sharing stories that inspire children to adopt this value.
(v) Kindness strengthens bonds, spreads positivity, and promotes unity, creating a ripple effect that improves communities and the world.

(d) Kindness is vital for harmony, mental well-being, and resolving conflicts. Simple acts of empathy strengthen relationships and communities, inspire cooperation, and create a ripple effect of goodwill. By teaching kindness to future generations, we can build a more compassionate world, proving that small efforts have the power to bring about significant positive change.

1. Read the following passage carefully and answer the questions that follow:

"The Role of Education in Shaping Society"

Education is one of the most powerful tools for transforming individuals and societies. It is not just about acquiring knowledge from textbooks but also about developing critical thinking, creativity, and moral values. A well-educated population is the foundation of a progressive and harmonious society. Through education, people gain the skills and understanding needed to address challenges, innovate, and contribute meaningfully to the world.

Education begins at home, where parents are the first teachers. As children grow, schools and teachers play a vital role in shaping their intellect and character. Beyond academics, education instills values such as empathy, respect, and integrity. It teaches individuals how to live harmoniously in a diverse world and encourages them to respect differences.

In modern society, education has become more important than ever. It empowers individuals by providing them with the tools to achieve their goals and improve their quality of life. It also acts

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as an equalizer, offering opportunities to people from all backgrounds. For example, a child from a poor family, given the chance to study, can grow up to become a successful professional, breaking the cycle of poverty.

Education is also a driving force for economic development. A skilled and knowledgeable workforce is essential for innovation and productivity. Countries with strong education systems often experience greater economic growth because their citizens can adapt to changes in technology and global trends. Furthermore, education fosters entrepreneurship, enabling individuals to create businesses that generate employment and drive progress.

However, access to education remains a challenge in many parts of the world. Millions of children, especially in developing countries, are denied the chance to attend school due to poverty, conflict, or lack of resources. Gender inequality also plays a role, with girls in some societies facing additional barriers to education. Addressing these issues requires global cooperation, investment in infrastructure, and policies that ensure every child has the opportunity to learn.

The role of education extends beyond individual success. It plays a critical role in addressing societal issues such as discrimination, inequality, and climate change. Education promotes awareness and encourages action, empowering individuals to become informed citizens who work toward a better future. For example, an educated society is more likely to adopt sustainable practices, protect the environment, and promote social justice.

In conclusion, education is not just a right but a necessity for building a better world. It transforms lives, empowers communities, and drives progress. While challenges remain in ensuring equal access to education, its importance cannot be overstated. By investing in education and making it accessible to all, we can create a world that values knowledge, compassion, and equality.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) empowers (line 20)
- (a) weakens
- (b) strengthens
- (c) discourages
- (d) opposes

(ii) harmony (line 7)
- (a) conflict
- (b) unity
- (c) disorder
- (d) chaos

(b) Which word in the passage is the opposite of 'inequality'? [1]
- (i) harmony
- (ii) fairness
- (iii) equality
- (iv) respect

(c) Answer the following questions briefly in your own words:
- (i) How does education benefit individuals and society? [2]
- (ii) Why is education considered an equalizer? [2]
- (iii) What challenges prevent access to education in some parts of the world? [2]
- (iv) How can education help address global issues like climate change? [1]
- (v) Why is investing in education important? [2]

(d) Summarise the role of education in shaping individuals and society, as described in the passage, in about 50 words. [8]

Ans :

(a) (i) (b) strengthens

"Empowers" means to give someone the ability, confidence, or authority to do something. In the passage, education is described as something that empowers individuals by providing them with the tools to achieve their goals. The word does not mean "weakens" (a), "discourages" (c), or "opposes" (d), which are opposite or unrelated in meaning.

(ii) (b) unity

"Harmony" refers to a state of agreement, peace, or unity. The passage states that education helps individuals "live harmoniously in a diverse world," meaning it promotes unity. The word does not mean "conflict" (a), "disorder" (c), or "chaos" (d), which all imply a lack of harmony.

(b) (iii) equality

"Inequality" refers to unfair differences in opportunities or treatment. The direct opposite is "equality" (iii), which means fairness and equal opportunities. "Harmony" (i), "fairness" (ii), and "respect" (iv) are related but not the exact antonym of "inequality."

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(c) (i) Education benefits individuals by providing skills and opportunities and helps society by fostering harmony, innovation, and progress.
(ii) Education is an equalizer because it offers opportunities to people from all backgrounds, helping them overcome challenges like poverty.
(iii) Barriers to education include poverty, conflict, lack of resources, and gender inequality, especially in developing countries.
(iv) Education raises awareness and encourages sustainable practices to address global issues like climate change.
(v) Investing in education transforms lives, empowers communities, and creates a more just and progressive world.

(d) Education shapes individuals by fostering knowledge, skills, and values and transforms society by promoting equality, economic growth, and social justice. While access to education faces challenges, investing in it is essential for building a harmonious and sustainable future, empowering people to contribute meaningfully to global progress.

8. Read the following passage carefully and answer the questions that follow:

In the small town of Nainapur, nestled among the hills, lived a man named Veer. Veer was a postman, known for his dedication to his work and his kindness toward everyone in the community. For more than 30 years, he delivered letters, parcels, and messages to the town's residents. But Veer was no ordinary postman. He believed that his job wasn't just about delivering letters; it was about bringing people together and spreading hope.

Every morning, Veer set out on his bicycle, a brown leather bag slung over his shoulder. He knew every street, every house, and every person in Nainapur. He remembered birthdays, anniversaries, and special occasions, often adding a small flower or a handwritten note to the letters he delivered. For many residents, Veer was more than a postman-he was a friend, a confidant, and sometimes even a counselor.

One rainy afternoon, Veer received a letter at the post office addressed to "Someone Who Cares." The envelope was old and creased, with no return address. Curious, Veer opened the letter and found a heartfelt note from a young boy named Aarav. The note said, "I feel lonely and invisible. My parents are busy, and I have no friends. I don't know who to talk to, but I hope someone will listen."

Veer was deeply moved by Aarav's words. Instead of ignoring the letter, he decided to reply. That evening, he wrote back, offering kind words of encouragement and sharing stories of his own childhood. He signed the letter, "Your Friend, Veer," and left it in Aarav's mailbox the next day.

Over the weeks, Veer and Aarav exchanged letters regularly. Through their correspondence, Aarav began to feel less alone. Veer encouraged him to join the town library, take up painting, and participate in local events. Slowly, Aarav's confidence grew, and he started making friends.

Word of Veer's kindness spread through Nainapur. Inspired by his actions, other residents began to reach out to those in need, offering support and companionship. The town grew closer, with neighbors helping each other in times of difficulty.

Years later, when Veer retired, the town gathered to celebrate his service. Aarav, now a young man, gave a heartfelt speech, thanking Veer for changing his life. "You didn't just deliver letters," Aarav said, "you delivered hope."

Even after retirement, Veer's legacy lived on. His story became a reminder that small acts of kindness could make a big difference, and that sometimes, listening to someone is the greatest gift you can give.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]
(i) dedication (line 3)
(a) laziness
(b) commitment
(c) hesitation
(d) distraction
(ii) invisible (line 26)
(a) ignored
(b) seen
(c) noticeable
(d) forgotten

(b) Which word in the passage is the opposite of 'encouragement'? [1]
(i) motivation
(ii) criticism
(iii) support
(iv) inspiration

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(c) Answer the following questions briefly in your own words:
(i) What made Veer a unique postman in Nainapur? [2]
(ii) How did Veer respond to Aarav's letter? [2]
(iii) What changes did Veer's actions bring to Aarav's life? [2]
(iv) How did Veer's kindness impact the town? [1]
(v) Why is Veer's story remembered even after his retirement? [2]

(d) Summarise how Veer's dedication and kindness transformed Aarav's life and united the town, in about 50 words. [8]

Ans :

(a) (i) (b) commitment
"Dedication" refers to strong devotion or commitment to a cause or duty. In the passage, Veer is described as a postman dedicated to his work, meaning he was deeply committed to his job and the people in the town.

(ii) (a) ignored
In the passage, Aarav expresses that he feels "lonely and invisible," meaning that he feels unnoticed or ignored by those around him. "Ignored" (a) fits best in this context. The word does not mean "seen" (b), "noticeable" (c), or "forgotten" (d), which are either incorrect or do not match the intended meaning in the passage.

(b) (ii) criticism
"Encouragement" means giving support, confidence, or hope to someone. The opposite is "criticism" (ii), which involves finding fault or discouraging someone. "Motivation" (i), "support" (iii), and "inspiration" (iv) are similar to encouragement rather than being its opposite.

(c) (i) Veer's kindness, personal touches like flowers and notes, and his role as a confidant made him a unique postman.
(ii) Veer replied to Aarav's letter with words of encouragement, sharing his own experiences and offering support.
(iii) Veer's guidance helped Aarav gain confidence, make friends, and participate in community activities.
(iv) Veer's kindness inspired the town to support one another, fostering a stronger sense of community.
(v) Veer's story is remembered because his actions brought hope to individuals and united the town, leaving a lasting impact.

(d) Veer's dedication and kindness transformed Aarav's lonely life, giving him confidence and friends. His actions inspired the entire town to support one another, creating a close-knit community. Even after retiring, Veer's legacy as a symbol of hope and unity continued to inspire others.

9. Read the following passage carefully and answer the questions that follow:

"The Evolution of Communication"

Communication is one of the most fundamental aspects of human life. It enables us to express thoughts, share ideas, and connect with one another. Over centuries, the way humans communicate has evolved significantly, reflecting advancements in technology and societal changes. From cave drawings to instant messaging, the journey of communication is both fascinating and transformative.

In ancient times, humans relied on simple methods to communicate. Early cave drawings, discovered in places like France and Spain, date back thousands of years and represent some of the earliest forms of human expression. These drawings often depicted hunting scenes and rituals, providing a glimpse into prehistoric life. As societies developed, so did communication. Around 3000 BCE, ancient civilizations like the Egyptians used hieroglyphs-pictorial symbols carved into stone-to record history and convey important information.

The invention of writing marked a revolutionary step in communication. The Sumerians developed cuneiform writing on clay tablets around 3100 BCE, which allowed people to record transactions, laws, and stories. Similarly, the invention of papyrus in ancient Egypt made it easier to store and share written knowledge. Writing systems like Greek, Latin, and Sanskrit emerged, forming the foundation for many modern languages.

The next major leap in communication came with the invention of the printing press by Johannes Gutenberg in the 15th century. This innovation made books and written material more accessible to the general public. Previously, books were laboriously copied by hand, making them rare and expensive. The printing press revolutionized education, science, and culture by spreading knowledge more widely.

The 19th and 20th centuries brought

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remarkable advancements in communication technology. The invention of the telegraph allowed people to send messages over long distances for the first time, followed by the telephone, which enabled real-time voice communication. The development of radio and television further transformed how information was shared, making it possible to broadcast news and entertainment to millions of people simultaneously.

In the 21st century, digital communication has become the norm. The internet has revolutionized how people interact, making instant messaging, video calls, and social media a part of daily life. Emails replaced letters, and platforms like WhatsApp and Zoom have made it possible to connect with anyone, anywhere in the world, in real time.

While these advancements have made communication faster and more efficient, they have also brought challenges. The rise of misinformation, privacy concerns, and the loss of personal touch in digital interactions are some of the issues faced in today's connected world.

Despite these challenges, the evolution of communication has undeniably brought humanity closer. Whether it's an ancient cave drawing or a video call across continents, each stage of this journey has added a new dimension to how we share our thoughts and ideas. The future of communication continues to hold endless possibilities, with technologies like artificial intelligence and virtual reality promising to change the way we interact yet again.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) revolutionary (line 10)
- (a) ordinary
- (b) groundbreaking
- (c) gradual
- (d) unnecessary

(ii) dimension (line 26)
- (a) aspect
- (b) measurement
- (c) limit
- (d) boundary

(b) Which word in the passage is the opposite of 'advancement'? [1]
- (i) decline
- (ii) improvement
- (iii) progress
- (iv) innovation

(c) Answer the following questions briefly in your own words:
- (i) How did early humans communicate, and what purpose did it serve? [2]
- (ii) Why was the invention of the printing press significant? [2]
- (iii) What are the key features of digital communication in the 21st century? [2]
- (iv) What challenges have emerged with advancements in communication technology? [1]
- (v) What does the future of communication hold, according to the passage? [2]

(d) Summarise the evolution of communication, as explained in the passage, in about 50 words. [8]

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Ans :

(a) (i) (b) groundbreaking

The word "revolutionary" refers to something that brings about a major change or innovation. In the passage, the invention of writing is described as a "revolutionary step" in communication, meaning it was groundbreaking and significantly transformed how people shared information.

(ii) (a) aspect

In the passage, the phrase "added a new dimension to how we share our thoughts and ideas" suggests that each advancement in communication introduced a new aspect or perspective. "Aspect" (a) is the best fit. The other options—"measurement" (b), "limit" (c), and "boundary" (d)—refer to physical properties and do not convey the intended meaning.

(b) (i) decline

"Advancement" means progress or improvement. The opposite is "decline" (i), which refers to a downturn or regression. The other options—"improvement" (ii), "progress" (iii), and "innovation" (iv)—are all synonymous with advancement rather than being its opposite.

(c) (i) Early humans used cave drawings and symbols to depict hunting scenes and rituals, serving as a way to record and share information.

(ii) The printing press made books more accessible, spreading knowledge widely and revolutionizing education, science, and culture.

(iii) Digital communication includes instant messaging, video calls, and social media, enabling real-time interactions across the globe.

(iv) Challenges include misinformation, privacy concerns, and the loss of personal connection in digital communication.

(v) The future of communication involves technologies like artificial intelligence and virtual reality, promising new ways to interact.

(d) Communication has evolved from cave drawings and written scripts to digital tools like video calls and social media. Innovations such as the printing press and the internet revolutionized how humans share knowledge. While challenges like misinformation persist, the journey continues, with emerging technologies like AI and virtual reality set to transform interactions further.

10. Read the following passage carefully and answer the questions that follow:

Once upon a time, in the vibrant kingdom of Kiranagar, lived a poor but skilled weaver named Ratan. Ratan was known for creating beautiful fabrics, but he barely earned enough to feed his family. His life changed one fateful day when he saved an old woman from a group of wild dogs near the forest. The woman, who seemed frail but kind, handed him a spool of golden thread as a reward.

"This is no ordinary thread," she said. "Whatever you weave with it will come to life. Use it wisely, and it will bring you happiness."

Ratan, curious but cautious, returned to his small hut. That evening, he decided to test the old woman's claim. He wove a tiny bird from the golden thread. As soon as he finished, the bird fluttered its wings and flew around the room, chirping joyfully. Ratan's eyes widened in amazement.

Word about the magical thread spread quickly in Kiranagar. Soon, the king heard of Ratan's gift and summoned him to the palace. "Weaver," said the king, "I command you to weave me a magnificent garden using this thread. If you succeed, I shall reward you with gold and land. If you fail, you shall be punished."

Ratan knew he had no choice but to agree. For weeks, he worked tirelessly, weaving flowers, trees, and fountains from the golden thread. When he finished, the garden came to life, blooming with colors and filled with the scent of fresh blossoms. The king was delighted and showered Ratan with gold coins and praise.

However, greed soon took hold of the king. "Weaver," he said, "create a golden palace for me, grander than any other in the world. Do not stop until it is complete."

Ratan hesitated. He knew the old woman had told him to use the thread wisely, and creating such a massive structure might anger the magic. But the king's threat loomed large. Reluctantly, Ratan began weaving.

As he worked day and night, the thread began to dim, and the once-shimmering golden palace began to crumble. The king's greed had pushed the magic beyond its limit. In a final act, the golden thread vanished, and the palace turned to dust.

Realizing his mistake, the king apologized to Ratan and the people of Kiranagar. From that day, he vowed to rule justly and never let greed cloud his judgment. Ratan, having learned the value of moderation, returned to his simple life, using his weaving skills to bring joy to his village.

The story of Ratan and the magical thread became a legend in Kiranagar, teaching generations that wisdom and restraint are far greater treasures than wealth or power.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) frail (line 4)
- (a) strong
- (b) delicate
- (c) powerful
- (d) harsh

(ii) loomed (line 17)
- (a) threatened
- (b) disappeared
- (c) sparkled
- (d) hesitated

(b) Which word in the passage is the opposite of 'delight'? [1]

(i) sorrow
(ii) joy
(iii) contentment
(iv) pride

(c) Answer the following questions briefly in your own words:

(i) What gift did the old woman give to Ratan, and how was it magical? [2]

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(ii) What did the king ask Ratan to create first, and how was it received? [2]
(iii) Why did the golden thread vanish? [2]
(iv) What lesson did the king learn from this experience? [1]
(v) How did Ratan use his skills after the thread disappeared? [2]

(d) Summarise how Ratan's magical gift and the king's greed led to important lessons for both of them, in about 50 words. [8]

Ans :

(a) (i) (b) delicate
"Frail" describes someone who is weak or delicate. In the passage, the old woman is described as frail, meaning she appeared physically weak.

(ii) (a) threatened
"Loomed" means something that appears in a large or threatening way. In the passage, Ratan knew he had no choice because the king's threat loomed over him, meaning it was a danger he could not ignore.

(b) (i) sorrow
"Delight" means great joy or pleasure. The opposite of this would be "sorrow" (i), which means sadness or grief.

(c) (i) The old woman gave Ratan a spool of golden thread that brought whatever he wove to life.
(ii) The king asked Ratan to create a magical garden, which delighted him and earned Ratan a reward.
(iii) The golden thread vanished because the king's greed pushed its magic beyond its limit.
(iv) The king learned to avoid greed and rule justly.
(v) Ratan used his weaving skills to bring happiness to his village in a simple, honest way.

(d) Ratan's magical thread brought creations to life, but the king's greed led to its disappearance. Both learned valuable lessons: Ratan understood the importance of moderation, while the king realized that wisdom and fairness are greater than wealth. Their story remains a reminder of the dangers of greed and the power of restraint.

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EXERCISE (SOLVED)

1. Read the following passage carefully and answer the questions that follow:

The summer sun was setting, casting a golden glow over the river that flowed through the village. On its banks sat Anaya, a young girl with an infectious smile, weaving garlands out of wildflowers. Beside her sat her younger brother, Rohan, carefully placing each garland into a small wicker basket. Their mother, Meera, was preparing dinner in the small hut nearby, humming a tune that drifted gently on the evening breeze.

Anaya and Rohan belonged to a family of weavers, known for their skill in making vibrant fabrics. However, their father's untimely death had left the family struggling to make ends meet. Anaya, the eldest, took up odd jobs during the day to support her family, but in the evenings, she found solace in weaving garlands. She would sell these garlands at the village market, earning just enough to keep the household running.

That day, as she tied the last garland, Anaya noticed an elderly man standing by the river, watching her intently. He had a kind face, and though his clothes were simple, there was an air of dignity about him. The man approached her, holding out a few coins. "These garlands are beautiful, my child," he said, picking up one adorned with jasmine. "Do you make them every day?"

"Yes," Anaya replied shyly, "but only in the evenings after my work is done." She explained how weaving garlands had become a small source of income for her family. The man nodded thoughtfully and left with the jasmine garland, but not before blessing her with a kind smile.

The following evening, as Anaya and Rohan prepared their garlands again, a small crowd gathered near their hut. The elderly man had returned, but this time, he was accompanied by a few villagers. "I told them about your beautiful garlands," he said, "and they wish to buy some for the upcoming festival."

Overwhelmed by the sudden attention, Anaya quickly assembled garlands for the villagers. She sold every last one and earned more that evening than she had in a week. As the villagers left, the elderly man stayed behind. "Hard work and kindness never go unnoticed," he said. "You remind me of my own daughter, who faced similar struggles but persevered with courage."

In the weeks that followed, Anaya's garlands became the talk of the village. Her customers grew, and soon she was earning enough to not only support her family but also send Rohan to school.

The riverbank became a place of hope for Anaya. It was where she found not just income, but also the encouragement of a kind stranger who believed in her talent and hard work.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]
   (i) solace (line 16)
      (a) peace
      (b) confusion
      (c) excitement
      (d) anger
   (ii) dignity (line 23)
      (a) humor
      (b) authority
      (c) honor
      (d) charm

(b) Which word in the passage is the opposite of 'poverty'? [1]
   (i) kindness
   (ii) wealth
   (iii) success
   (iv) happiness

(c) Answer the following questions briefly in your own words:
   (i) Why did Anaya start weaving garlands in the evenings? [2]
   (ii) What did the elderly man do after buying the jasmine garland? [2]
   (iii) How did Anaya react when a crowd gathered at her hut? [2]
   (iv) What change occurred in Anaya's life after her garlands became popular? [2]
   (v) Why did the riverbank become special for Anaya? [1]

(d) What lesson can be learned from Anaya's story about perseverance and kindness? Answer in not more than fifty words. [8]

Ans :

(a) (i) (a) peace
"Solace" means comfort or peace in a time of distress. In the passage, Anaya found solace in weaving garlands, meaning it gave her a sense of peace and relief despite her struggles.

(ii) (c) honor
"Dignity" refers to self-respect and honor. The elderly man was described as having an air of dignity, meaning he carried himself with grace and respect.

(b) (ii) wealth
"Poverty" refers to a lack of financial resources. The opposite of this is "wealth" (ii), which means financial prosperity.

(c) (i) Anaya started weaving garlands in the evenings to earn extra income and support her family after her father's death.
   (ii) The elderly man told the villagers about Anaya's garlands, which brought more customers to her hut.
   (iii) Anaya was overwhelmed but quickly prepared garlands for the villagers.
   (iv) After her garlands became popular, Anaya earned enough to support her family and send Rohan to school.
   (v) The riverbank became special because it was where Anaya found hope and encouragement.

(d) Anaya's story teaches us that perseverance and kindness can lead to success. Despite hardships, she worked hard, helped her family, and received support because of her dedication and generosity.

2. Read the following passage carefully and answer the questions that follow:

One day I found the pond occupied by several buffaloes. Their keeper, a boy a little older than me, was swimming about in the middle. Instead of climbing out on the bank, he would pull himself up on the back of one of his buffaloes, stretch his naked brown body out on the animal's glistening hide, and start singing to himself.

When he saw me staring at him from across the pond, he smiled, showing gleaming white teeth in a dark face. He invited me to join him in a swim. I told him I couldn't swim, and he offered to teach me.

His name was Ramu, and he promised to give me swimming lessons every afternoon, and so it was during the afternoons-especially summer afternoons when everyone was asleep-that we usually met. Before long I was able to swim across the pond to sit with Ramu astride a contented buffalo.

Sometimes I would slip into the water. Emerging in shades of green and khaki, I would

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sneak into the house through the bathroom and bathe under the tap before getting into my clothes.

One afternoon Ramu and I found a small tortoise in the mud, sitting over a hole in which it had laid several eggs. I presented the tortoise to Grandfather. He had a weakness for tortoises, and was pleased with this addition to his menagerie, giving it a large tub of water all to itself, with an island of rocks in the middle. If one of the dogs bothered it too much, it would draw its head and legs into its shell and defy all its attempts at rough play.

Ramu came from a family of bonded labourers and had received no schooling. But he was well-versed in folklore and knew a great deal about birds and animals.

'Many birds are sacred,' said Ramu, as we watched a blue jay swoop down from a peepul tree and carry off a grasshopper.

Both Ramu and Grandfather were of the opinion that we should be more gentle with birds and animals and should not kill so many of them.

'It is also important that we respect them,' said Grandfather. 'We must acknowledge their rights. Birds and animals are finding it more difficult to survive, because we are trying to destroy both them and their forests.'

Ramu and I spent long summer afternoons at the pond. I still remember him with affection, though we never saw each other again after I left Dehra.

- Rusty, The Boy from the Hills, Ruskin Bond

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) hide (line 7)
- (a) blanket
- (b) fur
- (c) undisclosed
- (d) skin

(ii) contented (line 18)
- (a) cheerful
- (b) lazy
- (c) satisfied
- (d) container

(b) Which word in the passage is the opposite of 'easy'? [1]
- (i) sneak
- (ii) difficult
- (iii) labourer
- (iv) survive

(c) Answer the following questions briefly in your own words:
- (i) What did Ramu like to do once he had climbed on the back of a buffalo? [2]
- (ii) What offer did Ramu make to the narrator? [2]
- (iii) Why do you think the narrator would bathe before entering the house? [2]
- (iv) Who was the large tub of water for? [1]
- (v) How would the tortoise protect itself from the dogs? [2]

(d) Despite the lack of schooling, what did Ramu know? How, according to Ramu and Grandfather, should we treat birds and animals? Answer in not more than fifty words. [8]

Ans :

(a) (i) (d) skin
"Hide" refers to the skin of an animal. In the passage, the buffalo's "glistening hide" means its shiny skin.

(ii) (c) satisfied
"Contented" means feeling satisfied or happy. In the passage, the buffalo was described as "contented," meaning it was calm and pleased.

(b) (ii) difficult
"Easy" means simple or effortless, so the opposite is "difficult" (ii), meaning something that requires effort.

(c) (i) Ramu liked to stretch out on the buffalo's back and sing to himself.
(ii) Ramu offered to teach the narrator how to swim.
(iii) The narrator bathed to clean the mud and dirt after swimming in the pond.
(iv) The large tub of water was for the tortoise that Grandfather kept.
(v) The tortoise would draw its head and legs into its shell to avoid the dogs' attacks.

(d) Despite having no formal education, Ramu was well-versed in folklore and knowledgeable about birds and animals. Both Ramu and Grandfather believed in treating birds and animals with care and respect, protecting their rights, and preserving their habitats to ensure their survival.

3. Read the following passage carefully and answer the questions that follow:

The village of Chitravan was known for its peaceful atmosphere and picturesque surroundings. Tall

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mango and tamarind trees lined the narrow paths, and a small river meandered lazily through the fields. Life in the village was simple, and the people depended on farming for their livelihood.

Among the villagers was Meera, a bright and resourceful 14-year-old girl who lived with her grandparents. Meera was known for her creativity and her knack for solving problems. Her grandparents often said she had inherited her late mother's love for nature.

One summer, the village faced a severe water shortage. The river dried up, and the wells ran low. The crops began to wither, and the villagers grew anxious about their future. Meera noticed how worried her grandparents were and decided to find a solution. She spent hours observing the fields and studying the village's water sources.

While walking along the riverbed one afternoon, Meera spotted an old, unused well covered with dry leaves. Intrigued, she cleared the area and found that the well still had some water at its bottom. However, it was too deep to draw water easily. Meera shared her discovery with the village elders, but they dismissed her idea of using the well, saying it was too old and dangerous.

Undeterred, Meera decided to take matters into her own hands. With the help of a few friends, she cleaned the well and built a simple pulley system to draw water. They worked tirelessly for days, using whatever materials they could find. When the pulley was finally ready, the villagers were amazed by Meera's ingenuity.

The well became a lifeline for Chitravan during the summer. Villagers took turns drawing water, ensuring everyone had enough for their needs. Inspired by Meera's success, the elders began working on restoring other neglected wells in the village. Meera's efforts not only solved the immediate water crisis but also encouraged the community to value and conserve their water resources.

As the rainy season approached, the villagers came together to build small check dams along the river to prevent water from flowing away too quickly. Meera played an important role in these efforts, sharing ideas and motivating others. When the rains finally arrived, the river filled up, and the fields turned green once more.

The village held a celebration to thank Meera for her contribution. The elders gifted her a set of books on science and nature, knowing how much she loved to learn. Meera's story became an inspiration for other children in the village, showing them how determination and creativity could solve even the toughest problems.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) resourceful (line 8)
- (a) careless
- (b) creative
- (c) dependent
- (d) helpless

(ii) meandered (line 4)
- (a) flowed straight
- (b) wandered
- (c) moved slowly
- (d) disappeared

(b) Which word in the passage is the opposite of 'neglect'? [1]

(i) conserve
(ii) abandon
(iii) overlook
(iv) forget

(c) Answer the following questions briefly in your own words:

(i) What was the main problem faced by the villagers of Chitravan? [2]
(ii) How did Meera find the unused well? [2]
(iii) Why did the village elders initially dismiss Meera's idea? [2]
(iv) What role did Meera play during the construction of the check dams? [1]
(v) How did the villagers show their gratitude to Meera? [2]

(d) Summarise Meera's efforts to help her village during the water crisis in not more than fifty words. [8]

Ans :

(a) (i) (b) creative
"Resourceful" refers to a person who can find quick and clever ways to solve problems. Meera was described as resourceful because she found a solution to the water crisis.

(ii) (c) moved slowly
"Meandered" means to move in a slow, winding way. The river in the passage is described as flowing lazily, which aligns with this meaning.

(b) (i) conserve
"Neglect" means to ignore or fail to take care of something. The opposite is "conserve,"

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which means to protect or take care of something, especially a natural resource like water.

(c) (i) The villagers faced a severe water shortage as the river dried up and the wells ran low.
(ii) Meera found the unused well while exploring the riverbed, noticing it was covered with dry leaves.
(iii) The elders dismissed her idea because they believed the well was too old and unsafe to use.
(iv) Meera shared ideas and motivated others to build the check dams.
(v) The villagers thanked Meera by celebrating her efforts and gifting her books on science and nature.

(d) Meera discovered an old well during a water crisis and used her creativity to restore it, providing relief to her village. Her leadership inspired conservation efforts, solving the crisis and uniting the community.

4. Read the following passage carefully and answer the questions that follow:

The village of Sundargram was famous for its vibrant fields and picturesque surroundings. However, over the past few years, the greenery had faded, and the once-abundant crops had become sparse. The villagers attributed the decline to overuse of chemical fertilizers, which had degraded the soil. Among them was Kavya, a 16-year-old who had always been passionate about the environment.

One evening, as Kavya helped her grandfather in their small vegetable garden, he told her about how farmers in his youth used natural fertilizers. "We relied on cow dung, compost, and neem leaves," he explained. "These not only enriched the soil but also kept pests away." Inspired by his words, Kavya decided to explore the concept of organic farming.

The next day, Kavya visited the local library to read about natural farming methods. She learned how composting, crop rotation, and bio-pesticides could restore soil health. Excited, she decided to try these techniques in her family's garden. She started by collecting vegetable peels, fruit skins, and dry leaves to create compost. She also planted marigolds around the vegetables to deter pests.

Within weeks, Kavya noticed a change. The vegetables grew healthier, and the soil seemed richer. Seeing her success, her grandfather suggested expanding the experiment to their family's main field. Kavya approached her parents with the idea, and though hesitant at first, they eventually agreed.

Kavya enlisted the help of her friends to prepare the field. Together, they created a large compost pit and spread the organic manure evenly across the soil. They avoided using chemical fertilizers and relied solely on natural methods. The results were astounding. The crops grew taller and more vibrant than they had in years.

Word of Kavya's success spread quickly. Villagers who had been skeptical at first came to see her fields and were amazed. Kavya held small workshops, teaching them how to prepare compost and use natural farming techniques. Her efforts revived the village's interest in organic farming.

To promote her initiative further, Kavya collaborated with her school to organize a "Green Farming Day." Students and villagers participated in activities like planting trees, making compost, and learning about sustainable practices. The event brought the community together and spread awareness about the importance of protecting the environment.

The district agricultural officer heard about Kavya's efforts and visited the village to see the changes. Impressed, he promised government support for the villagers to adopt organic farming on a larger scale. Kavya's fields became a model for other villages, inspiring many to shift to eco-friendly methods.

Today, Sundargram's fields are flourishing again, thanks to Kavya's determination. Her initiative not only restored the land but also strengthened the community's bond with nature. The village now stands as an example of how sustainable practices can bring lasting change.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) sparse (line 5)
(a) abundant
(b) scattered
(c) lush
(d) small

(ii) revived (line 46)
(a) destroyed
(b) stopped
(c) restored
(d) neglected

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(b) Which word in the passage is the opposite of 'degraded'? [1]
(i) restored
(ii) ruined
(iii) diminished
(iv) eroded

(c) Answer the following questions briefly in your own words:
(i) What inspired Kavya to explore organic farming? [2]
(ii) How did Kavya prepare her family's field for organic farming? [2]
(iii) What changes did Kavya notice after using organic methods? [2]
(iv) How did the community benefit from Kavya's initiative? [1]
(v) Why did the district agricultural officer visit Sundargram? [2]

(d) Summarise how Kavya's efforts helped revive farming in Sundargram in about 50 words. [8]

Ans :

(a) (i) (b) scattered
"Sparse" means something that is thinly spread or scattered, rather than dense or abundant. In the passage, it describes the state of the crops, which had become less frequent due to soil degradation.

(ii) (c) restored
"Revived" means bringing something back to life or restoring it to its former condition. In the passage, Kavya's organic farming methods helped restore the village's interest in sustainable agriculture.

(b) (i) restored
"Degraded" means something that has been worsened or deteriorated. The opposite of this would be "restored," which means something has been brought back to its original or improved condition.

(c) (i) Kavya was inspired by her grandfather's stories about using natural fertilizers like compost and neem leaves in his youth.
(ii) Kavya prepared the field by creating a compost pit, spreading organic manure, and avoiding chemical fertilizers.
(iii) The crops became healthier and more vibrant, and the soil regained its richness.
(iv) Kavya's initiative helped villagers learn sustainable farming, improved soil health, and increased crop yields.
(v) The district agricultural officer visited to see the positive changes in the fields and to support organic farming in the village.

(d) Kavya revived Sundargram's farming by using organic methods like composting and bio-pesticides. Her efforts improved soil health, increased crop yields, and inspired villagers to adopt sustainable practices. With community participation and government support, Kavya transformed the village into a model of eco-friendly agriculture, proving the power of determination and innovation.

5. Read the following passage carefully and answer the questions that follow:

The role of trees in our environment cannot be overstated. They provide oxygen, absorb carbon dioxide, and are home to countless species of birds, insects, and animals. For centuries, trees have been essential for human survival, offering food, shelter, and materials for tools and construction. However, deforestation is becoming a significant issue, threatening ecosystems and biodiversity.

Deforestation, or the large-scale removal of trees, occurs for various reasons. Forests are often cleared for agriculture, urban development, and logging. While these activities provide short-term benefits, the long-term consequences can be devastating. Without trees, the soil becomes prone to erosion, and the natural water cycle is disrupted. This often leads to droughts or floods in areas that once had a stable climate.

Additionally, trees play a crucial role in regulating temperature and maintaining the balance of greenhouse gases in the atmosphere. When forests are destroyed, the carbon stored in trees is released into the air as carbon dioxide, contributing to climate change. Scientists estimate that deforestation accounts for nearly 10% of global carbon emissions.

Apart from climate impact, deforestation also causes the loss of habitat for many species. Animals, birds, and insects that depend on forests for food and shelter are left vulnerable when their homes are destroyed. This disruption often leads to extinction, further weakening the biodiversity that supports life on Earth.

To address this problem, many countries and organizations are working on reforestation projects, which involve planting new trees to replace the ones that have been cut down. However, these efforts take time, as newly planted trees can take decades to grow to maturity. Protecting existing

forests is just as important as planting new ones.

Education and awareness are key to combating deforestation. By understanding the value of forests, communities can be encouraged to adopt sustainable practices. For example, farmers can use methods like agroforestry, which combines agriculture with tree planting. This allows them to grow crops while maintaining forest cover, benefiting both the environment and their livelihoods.

Individuals can also contribute by reducing their use of paper and wood products, recycling, and supporting businesses that practice sustainability. Small actions, when multiplied across millions of people, can have a significant impact. Communities can organize tree planting drives, create awareness campaigns, and support government initiatives aimed at conserving forests.

Governments have a crucial role to play as well. Policies to limit illegal logging, create protected forest reserves, and encourage sustainable practices are essential for conserving forests. International agreements, such as the Paris Climate Accord, also emphasize the importance of forests in reducing global carbon emissions.

The consequences of inaction are dire. If deforestation continues unchecked, it could lead to the extinction of countless species, worsen climate change, and disrupt the lives of millions of people who depend on forests for survival. On the other hand, by taking action now, we can preserve forests for future generations, restore ecosystems, and reduce the damage caused by climate change. Forests are not just resources; they are lifelines that sustain our planet.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) erosion (line 15)
- (a) decay
- (b) removal of soil
- (c) collapse
- (d) mixing

(ii) sustainable (line 43)
- (a) temporary
- (b) eco-friendly
- (c) expensive
- (d) harmful

(b) Which word in the passage is the opposite of 'protecting'? [1]
- (i) saving
- (ii) destroying
- (iii) covering
- (iv) planting

(c) Answer the following questions briefly in your own words:
- (i) What are the main causes of deforestation mentioned in the passage? [2]
- (ii) How does deforestation contribute to climate change? [2]
- (iii) Why is reforestation not enough to solve the problem of deforestation? [2]
- (iv) What is agroforestry, and how does it benefit farmers? [1]
- (v) How can individuals contribute to combating deforestation? [2]

(d) Explain why it is crucial to take immediate action against deforestation, as discussed in the passage, in about 50 words. [8]

Ans :

(a) (i) (b) removal of soil
"Erosion" refers to the process of soil being worn away, typically due to water, wind, or deforestation. In the passage, it describes the impact of deforestation, where tree removal makes the soil vulnerable to washing away.

(ii) (b) eco-friendly
"Sustainable" refers to practices that do not harm the environment and can be maintained over time. The passage discusses sustainable farming methods like agroforestry, which helps balance agriculture and forest conservation.

(b) (ii) destroying
"Protecting" means keeping something safe or preserving it, while its opposite is "destroying," which means causing harm or damage.

(c) (i) The main causes of deforestation are agriculture, urban development, and logging.

(ii) Deforestation releases carbon dioxide stored in trees into the atmosphere, contributing to climate change by increasing greenhouse gases.

(iii) Reforestation is not enough because new trees take decades to mature, and protecting existing forests is equally vital.

(iv) Agroforestry combines farming with tree planting, helping farmers grow crops while maintaining forest cover.

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(v) Individuals can combat deforestation by reducing paper use, recycling, and supporting sustainable businesses.

(d) Immediate action against deforestation is crucial to prevent species extinction, combat climate change, and protect livelihoods. By conserving forests, promoting reforestation, and adopting sustainable practices, we can restore ecosystems and secure resources for future generations. The severe consequences of inaction make addressing deforestation an urgent priority for humanity's survival.

6. Read the following passage carefully and answer the questions that follow:

The small town of Nayanpur was nestled between two hills, with a river flowing gently through its center. The town was known for its vibrant weekly market, where farmers and artisans from nearby villages came to sell their produce and crafts. Among the residents was a young boy named Kunal, who lived with his father, a potter.

Kunal's father, Mohan, was known for creating beautiful clay pots and sculptures. Their small workshop was located by the riverbank, where Mohan spent hours shaping clay into exquisite designs. Kunal often helped his father by carrying water from the river and kneading the clay. Though Kunal admired his father's skills, he dreamed of doing something extraordinary for their family.

One day, while exploring the forest near the town, Kunal stumbled upon a mound of unusual, fine clay. The clay was softer and smoother than the one they usually used, and Kunal immediately thought it could make their pottery even better. Excited, he returned home and showed the clay to his father.

At first, Mohan was skeptical. However, after testing the clay, he was amazed at how easy it was to mold and how beautiful the final products turned out. Mohan and Kunal decided to make an entire batch of pots and sculptures using the new clay.

When the weekly market arrived, Mohan's stall became the center of attention. Customers admired the new designs and quality of the pottery. The pots sold out quickly, and Mohan received orders from several nearby towns. Kunal was thrilled to see his father's work being appreciated on such a large scale.

Encouraged by their success, Kunal suggested they set up a small area in their workshop where visitors could try pottery themselves. Mohan loved the idea, and soon, their workshop became a popular spot for locals and tourists alike. Children and adults came to learn the art of pottery, and the extra income helped improve their family's living conditions.

Over time, Kunal began experimenting with new designs and techniques. He learned to paint intricate patterns on the pots, adding another layer of beauty to their creations. Mohan was proud of his son's creativity and determination, and their business flourished.

The story of Mohan and Kunal became a source of inspiration in Nayanpur. The father and son duo showed the town that innovation and hard work could transform lives. To this day, their workshop remains a symbol of creativity and perseverance, attracting people from far and wide.

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Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) exquisite (line 12)
- (a) delicate
- (b) ordinary
- (c) rough
- (d) large

(ii) skeptical (line 24)
- (a) doubtful
- (b) certain
- (c) excited
- (d) unaware

(b) Which word in the passage is the opposite of 'ordinary'? [1]
- (i) beautiful
- (ii) extraordinary
- (iii) simple
- (iv) common

(c) Answer the following questions briefly in your own words:
- (i) What was Kunal's father known for? [2]
- (ii) How did Kunal find the unusual clay? [2]
- (iii) What effect did the new clay have on Mohan's pottery? [2]
- (iv) Why did Mohan and Kunal's workshop become popular? [1]
- (v) How did Kunal improve the pottery business further? [2]

(d) Summarise Kunal and Mohan's journey in transforming their pottery business in not more than fifty words. [8]

Ans :

(a) (i) (a) delicate
"Exquisite" means extremely beautiful and finely made. In the passage, Mohan's clay pots and sculptures are described as exquisite, indicating their delicate craftsmanship.

(ii) (a) doubtful
"Skeptical" means having doubts or being unsure about something. Mohan was skeptical at first when Kunal brought the new clay, meaning he was unsure whether it was actually better.

(b) (ii) extraordinary
"Ordinary" means common or unremarkable, while its opposite is "extraordinary," which means exceptional or remarkable.

(c) (i) Kunal's father, Mohan, was known for making beautiful clay pots and sculptures.
(ii) Kunal found the unusual clay while exploring the forest near their town.
(iii) The new clay made Mohan's pottery easier to mold and improved the quality and beauty of the final products.
(iv) Their workshop became popular because visitors could learn pottery and enjoy creating their designs.
(v) Kunal improved the business by painting intricate patterns on the pots, making them more attractive and unique.

(d) Kunal and Mohan transformed their pottery business by using fine clay, creating unique designs, and introducing pottery sessions for visitors. This not only increased their income but also enhanced their reputation. Their innovative efforts turned their workshop into a flourishing center of creativity, inspiring the entire town.

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1. Read the following passage carefully and answer the questions that follow:
It was the first day of the summer holidays, and Riya woke up earlier than usual. She had been looking forward to spending time with her grandfather, who had come to stay with them for a few weeks. Her grandfather was a retired schoolteacher with a love for gardening and storytelling and Riya enjoyed listening to his tales of childhood adventures.

That morning, Riya found him sitting in the backyard, carefully pruning the rose bushes. "Good morning, Grandpa," she greeted him cheerfully. He smiled and handed her a small pair of scissors. "Good morning, Riya. Why don't you help me with these bushes? I'll teach you how to take care of them."

Riya hesitated at first, unsure of how to handle the sharp scissors. But with her grandfather's guidance, she soon got the hang of it. As they worked together, her grandfather began to share a story. "You know, Riya, when I was your age, I had a garden of my own. It wasn't very big, but it was my pride and joy. I grew vegetables and flowers and even managed to sell some of them at the local market."

"Really, Grandpa?" Riya asked, intrigued. "What did you do with the money you earned?"

Her grandfather chuckled. "I used it to buy books. Back then, books were my window to the world. I couldn't travel much, but through stories and knowledge, I could imagine far-off places and different lives."

As the day went on, Riya and her grandfather worked on the garden. He taught her how to plant seeds, water the plants correctly, and protect them from pests. By the end of the day, the backyard looked neater and Riya felt a sense of accomplishment.

In the evening, as they sat on the porch enjoying a cool breeze, her grandfather handed her a book. "This was my favorite when I was a child," he said. "It's about a boy who dreams of becoming an explorer." Riya opened the book eagerly and began to read.

Over the next few weeks, Riya and her grandfather spent their mornings in the garden and their evenings with stories. She learned not only about gardening but also about patience and persistence. Her grandfather often said, "Gardening is like life, Riya. You have to nurture what you plant and give it time to grow."

When her grandfather finally returned home, Riya felt a twinge of sadness but also gratitude. She had not only learned new skills but also created memories she would treasure forever.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]
(i) pruning (line 10)
(a) cutting
(b) growing
(c) planting
(d) watering

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(ii) accomplishment (line 37)
  (a) failure
  (b) achievement
  (c) effort
  (d) process

(b) Which word in the passage is the opposite of 'eager'? [1]
  (i) enthusiastic
  (ii) reluctant
  (iii) excited
  (iv) interested

(c) Answer the following questions briefly in your own words:
  (i) What activity did Riya's grandfather teach her in the garden? [2]
  (ii) What was Riya's grandfather's garden like when he was young? [2]
  (iii) How did Riya's grandfather use the money he earned from selling vegetables? [2]
  (iv) Why did Riya feel a sense of accomplishment at the end of the day? [1]
  (v) What lesson did Riya learn about life through gardening? [2]

(d) Summarise how Riya's summer with her grandfather was meaningful in not more than fifty words. [8]

Ans :

(a) (i) (a) cutting
"Pruning" means trimming or cutting parts of a plant to encourage healthy growth. In the passage, Riya's grandfather was cutting the rose bushes to maintain their shape and health.

(ii) (b) achievement
"Accomplishment" refers to something successfully completed or achieved. In the passage, Riya felt a sense of accomplishment because she had worked hard in the garden and improved its appearance.

(b) (ii) reluctant
"Eager" means enthusiastic and keen to do something, whereas "reluctant" means unwilling or hesitant.

(c) (i) Riya's grandfather taught her how to prune rose bushes, plant seeds, water plants, and protect them from pests.
(ii) When her grandfather was young, his garden was small but full of vegetables and flowers, which he tended with pride.
(iii) He used the money to buy books, which gave him knowledge and a window to the world.
(iv) Riya felt accomplished because the garden looked neater, and she had learned new skills.
(v) Riya learned that gardening is like life- it requires nurturing, patience, and persistence to see growth.

(d) Riya's summer with her grandfather was deeply meaningful. She learned gardening techniques and life lessons like patience and persistence. Their shared efforts in the garden and evenings of storytelling strengthened their bond. The experience left her with skills, inspiration, and cherished memories that would remain with her forever.

8. Read the following passage carefully and answer the questions that follow:

Late one evening, Ravi sat outside his small house, watching the stars. The night sky had always fascinated him, but tonight, his thoughts were elsewhere. Earlier that day, he had overheard the village elders discussing the water shortage that was threatening their crops. The nearby river, once the lifeline of Chandrapur, was now reduced to a trickle.

Chandrapur was a village where most families depended on agriculture for their livelihood. The dwindling water supply had caused great anxiety among the villagers. Ravi, though only 15, wanted to help. He remembered a lesson in school where his teacher had explained rainwater harvesting. It seemed like a simple but effective way to solve water shortages by collecting and storing rainwater.

The next morning, Ravi shared his idea with his family. His father, a farmer, was doubtful but allowed him to try. Using old barrels, discarded pipes, and clay pots, Ravi built a basic rainwater harvesting system in their backyard. He carefully positioned the pipes to direct rainwater from the roof into the barrels and pots. Though it seemed small, Ravi believed every drop would count.

As Ravi worked, some villagers observed him with curiosity, while others laughed at his efforts. "What can a boy do to solve such a big problem?" they scoffed. Undeterred, Ravi completed the system just before the first monsoon rains arrived. When the rains came, Ravi's system worked perfectly, collecting enough water to irrigate their small field for weeks.

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The success of Ravi's efforts quickly spread throughout the village. The headman, impressed by his ingenuity, visited his home to see the system. "You've done something remarkable, Ravi," he said. With the headman's support, Ravi began helping other families build similar systems. Soon, nearly every household in Chandrapur had a rainwater harvesting system.

The results were transformative. The stored rainwater saved their crops and reduced dependence on the river. Over time, the community even built larger tanks to store more rainwater. Ravi's initiative didn't just solve the immediate water crisis; it brought the village together in a shared effort to conserve resources.

Ravi's schoolteacher wrote an article about his work, which was published in a local newspaper. The article praised Ravi for his determination and innovation, calling him a role model for young people. Despite the attention, Ravi remained humble, saying, "I only wanted to help my village."

Today, Chandrapur is cited as an example of how a single idea, combined with determination, can create significant change. Ravi's rainwater harvesting systems are a testament to the power of simple solutions in solving complex problems.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) dwindling (line 11)
- (a) increasing
- (b) diminishing
- (c) flowing
- (d) unstable

(ii) transformative (line 42)
- (a) unchanged
- (b) superficial
- (c) revolutionary
- (d) helpful

(b) Which word in the passage is the opposite of 'doubtful'? [1]
- (i) uncertain
- (ii) curious
- (iii) confident
- (iv) careless

(c) Answer the following questions briefly in your own words:
- (i) What inspired Ravi to try rainwater harvesting? [2]
- (ii) How did the villagers initially react to Ravi's efforts? [2]
- (iii) What impact did the rainwater harvesting systems have on the village? [2]
- (iv) Why did Ravi's schoolteacher write about him? [1]
- (v) How did Ravi's initiative bring the community together? [2]

(d) Summarise Ravi's contribution to solving Chandrapur's water crisis in not more than fifty words. [8]

Ans :

(a) (i) (b) diminishing
"Dwindling" means gradually decreasing or becoming less. In the passage, the river's water supply was dwindling, meaning it was reducing in amount.

(ii) (c) revolutionary
"Transformative" refers to something that brings about significant change. Ravi's initiative changed Chandrapur's approach to water conservation, making it a revolutionary step for the village.

(b) (iii) confident
"Doubtful" means uncertain or unsure, while "confident" means feeling sure about something.

(c) (i) Ravi was inspired to try rainwater harvesting after learning about it in school from his teacher.

(ii) Some villagers mocked Ravi, doubting his efforts, while others observed his work with curiosity.

(iii) The rainwater harvesting systems saved crops, reduced reliance on the river, and provided a sustainable solution for water storage.

(iv) Ravi's schoolteacher wrote about him to showcase how his determination and innovation brought hope to Chandrapur.

(v) Ravi's initiative united the villagers in building rainwater harvesting systems, fostering collaboration and resource conservation.

(d) Ravi solved Chandrapur's water crisis by introducing rainwater harvesting systems. His efforts saved crops, reduced dependence on the river, and united the community in a shared goal of conserving water. Ravi's determination proved how simple ideas can bring about significant change.

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9. Read the following passage carefully and answer the questions that follow:

"Local Youth Restore Abandoned Library to Promote Reading"

An abandoned library in the small town of Vinayapuram has been given a new lease on life, thanks to the efforts of a group of young volunteers. The library, once a thriving hub of knowledge, had fallen into disrepair over the years. Broken furniture, dusty shelves, and piles of old books greeted anyone who ventured inside. Most residents had written it off as a forgotten relic of the past.

However, a group of college students led by 19-year-old Akshay decided to take action. Akshay, an avid reader, had fond memories of visiting the library as a child. "I wanted others to experience the joy of discovering books, just as I did," he said. Together with his friends, Akshay launched a campaign to restore the library and turn it into a community space.

The students began by cleaning the library, repairing the furniture, and sorting through the books. They discarded damaged books and cataloged the ones in good condition. To fill the empty shelves, they appealed to the town's residents for book donations. The response was overwhelming-people donated over 2,000 books, ranging from novels and encyclopedias to children's literature.

The group didn't stop there. They painted the library's walls with vibrant murals featuring famous authors, inspirational quotes, and scenes from classic stories. They also created a cozy reading corner for children, complete with colorful cushions and bean bags. A section of the library was set aside for digital resources, including computers with internet access.

The restored library opened its doors last Sunday, and the response was heartwarming. Families, students, and elderly residents filled the space, browsing through books and admiring the transformation. The opening ceremony featured a storytelling session for children, poetry recitals by local writers, and a talk on the importance of reading by a retired professor.

The project caught the attention of the Vinayapuram Municipality, which promised to fund the library's maintenance and support regular events to keep the community engaged. Local businesses also stepped in, offering free internet services and sponsoring new books and furniture.

Akshay and his team aim to make the library a cultural hub. They plan to organize weekly reading sessions, book clubs, and workshops on creative writing and public speaking. "This library is not just about books," Akshay explained. "It's about connecting people, sparking creativity, and fostering a love for learning."

The residents of Vinayapuram are thrilled to see the library restored to its former glory. For many, it represents more than just a place to read-it's a symbol of hope, community, and the power of initiative. As one elderly visitor put it, "These young people have shown us that with determination, anything is possible."

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) disrepair (line 2)
- (a) decay
- (b) maintenance
- (c) improvement
- (d) repair

(ii) initiative (line 24)
- (a) hesitation
- (b) action
- (c) laziness
- (d) complaint

(b) Which word in the passage is the opposite of 'abandoned'? [1]

(i) deserted
(ii) thriving
(iii) forgotten
(iv) neglected

(c) Answer the following questions briefly in your own words:

(i) What inspired Akshay and his friends to restore the library? [2]
(ii) How did the volunteers collect books for the library? [2]
(iii) What features were added to the library during its restoration? [2]
(iv) How did the municipality and local businesses support the project? [1]
(v) What future plans does Akshay have for the library? [2]

(d) Summarise how the students transformed the abandoned library and its impact on the community in about 60 words. [8]

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Ans :

(a) (i) (a) decay
"Disrepair" refers to a poor or ruined condition due to neglect. In the passage, the abandoned library was in disrepair, meaning it had fallen into decay.

(ii) (b) action
"Initiative" refers to taking the first step toward something or beginning a plan. In the passage, Akshay took the initiative to restore the library, meaning he took action.

(b) (ii) thriving
"Abandoned" means left neglected, whereas "thriving" means flourishing or active. The library was once abandoned but later became a thriving community hub.

(c) (i) Akshay and his friends were inspired by their childhood memories of the library and their desire to promote reading.
(ii) The volunteers collected books by appealing to residents, who donated over 2,000 books of various genres.
(iii) The restored library features vibrant murals, a children's reading corner, and a digital resource section with internet access.
(iv) The municipality pledged funds for maintenance, and businesses donated furniture, books, and free internet services.
(v) Akshay plans to host weekly reading sessions, book clubs, creative writing workshops, and public speaking events.

(d) Akshay and his friends transformed an abandoned library into a vibrant community space by restoring its structure, collecting books, and adding digital resources. Their efforts inspired municipal and business support, creating a cultural hub that promotes learning, creativity, and connection for the entire community.

10. Read the following passage carefully and answer the questions that follow:
The sun had barely risen when Arjun stepped out of his small house. He carried a worn notebook and pencil, tools he used to sketch everything that fascinated him. Arjun loved drawing-whether it was the trees swaying in the wind, the animals grazing in the fields, or the simple joys of village life. His dream was to become an artist, but in his small village, resources for learning art were limited.

Arjun's parents were farmers who worked hard to make ends meet. They supported his interest but often reminded him to focus on helping with the fields. However, Arjun managed to balance his chores and passion. Early mornings were his favorite time to draw, before the day's work began.

One day, as he wandered near the riverbank, he noticed a group of tourists gathered around a painter. The painter, seated with an easel and colors, was capturing the beauty of the river. Arjun watched in awe as the painter worked, blending colors and creating vivid images. The artist, sensing his curiosity, called him closer and introduced himself as Mr. Dutta, a traveler who visited villages to find inspiration for his art.

"Do you like painting?" Mr. Dutta asked. Arjun nodded enthusiastically. He hesitated but finally showed his notebook filled with sketches. Mr. Dutta was impressed by the boy's talent. "You have a good eye for detail," he said. "Do you want to learn more about art?"

From that day, Arjun began meeting Mr. Dutta every morning. Under his guidance, Arjun learned about shading, perspective, and using colors effectively. Mr. Dutta even gave him a small box of watercolors, saying, "Every artist starts somewhere. These are for you."

Arjun practiced tirelessly, and his improvement was evident. He started painting landscapes, the river, and scenes of daily life in the village. His paintings began to draw attention, and the village headman invited him to display his work at the annual fair. At first, Arjun was nervous, but with Mr. Dutta's encouragement, he agreed.

The fair was a turning point. Arjun's paintings became the highlight of the event, attracting visitors from nearby towns. Some even offered to buy his work. For the first time, Arjun earned money through his art, which he used to buy better materials and help his family.

Before leaving the village, Mr. Dutta told Arjun, "Your journey as an artist has just begun. Keep learning and growing." Inspired, Arjun continued honing his skills. Over time, his paintings gained recognition beyond the village, and he was invited to participate in exhibitions in the city.

Arjun's story became a symbol of determination and talent in the village. He proved that dreams could be achieved with dedication and the right guidance.

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Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) vivid (line 22)
- (a) dull
- (b) bright
- (c) unclear
- (d) rough

(ii) perspective (line 34)
- (a) viewpoint
- (b) distance
- (c) closeness
- (d) location

(b) Which word in the passage is the opposite of 'hesitated'? [1]

(i) delayed
(ii) continued
(iii) decided
(iv) acted

(c) Answer the following questions briefly in your own words:

(i) What was Arjun's dream? [2]
(ii) How did Mr. Dutta help Arjun improve his art? [2]
(iii) What role did the village fair play in Arjun's journey? [2]
(iv) How did Arjun use the money he earned from his paintings? [1]
(v) What advice did Mr. Dutta give Arjun before leaving? [2]

(d) Summarise Arjun's journey from a curious boy to a recognized artist in about 50 words. [8]

Ans :

(a) (i) (b) bright
"Vivid" means something that is clear, bright, or full of life. In the passage, Mr. Dutta blended colors to create bright and detailed images.

(ii) (a) viewpoint
"Perspective" refers to the way things are viewed, especially in art. Mr. Dutta taught Arjun about perspective, meaning viewpoint—how objects appear based on distance and angles.

(b) (iv) acted
"Hesitated" means to pause or be uncertain before acting. The opposite is "acted", meaning to take immediate action.

(c) (i) Arjun's dream was to become an artist, despite limited resources in his village.
(ii) Mr. Dutta taught Arjun shading, perspective, and the use of colors, giving him watercolors to practice.
(iii) The village fair showcased Arjun's paintings, gaining him recognition and financial support.
(iv) Arjun used the money to buy better materials and support his family.
(v) Mr. Dutta advised Arjun to keep learning and growing as an artist.

(d) Arjun, a talented village boy, improved his art under Mr. Dutta's guidance. His paintings gained recognition at the village fair, earning him money and confidence. With dedication and support, he achieved success, participating in exhibitions and inspiring others with his determination.

11. Read the following passage carefully and answer the questions that follow:

The weekly market was always lively, with its narrow lanes packed with vendors selling fresh vegetables, handmade jewelry, and colorful textiles. Anya loved visiting the market. Her favorite spot was under the large neem tree, where an old storyteller sat, weaving tales of courage, hope, and kindness. Anya never missed a chance to hear his stories.

One particular afternoon, as the storyteller began his tale, the crowd grew quiet. "Long ago," he started, "in a village surrounded by hills, lived a young girl named Leela. She was known for her kindness and extraordinary skill in weaving. Her shawls, adorned with intricate patterns, were admired far and wide."

Leela's life was not without challenges. One year, the village faced a severe drought. The fields dried up, leaving families with no crops and little hope. Leela's family, like many others, struggled to make ends meet. Determined to help, Leela decided to create something extraordinary-a shawl so beautiful that it could change their fortune.

For weeks, Leela worked tirelessly. Her shawl depicted the hills, rivers, and fields of her village, all woven together in vibrant colors. The patterns seemed to tell a story of resilience and hope. Once it was complete, Leela took the shawl to the nearest town.

At first, people hesitated to pay the high price she asked. But as more people saw the shawl's craftsmanship, they understood its value. A

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wealthy merchant eventually purchased it, offering Leela enough money to support her family and help others in the village. She bought seeds, tools, and food for her neighbors, easing their struggles.

The storyteller paused, his voice filled with emotion. "Leela's shawl was more than just a piece of cloth," he said. "It became a symbol of hope and strength for the entire village."

Anya, deeply moved, walked home thinking about the story. Inspired, she decided to create something meaningful herself. She loved painting and spent the next few weeks capturing scenes of her village-the market, the neem tree, and even the storyteller. She worked day and night, adding vibrant colors to her paintings, ensuring they reflected the life and energy of the village.

Anya's work began attracting attention. At first, she displayed her paintings in the market, unsure if anyone would buy them. But soon, her vibrant depictions of village life caught the eye of visitors, and she started earning money. Anya gave some of her earnings to her family and used the rest to buy art supplies.

Over time, Anya's paintings became a symbol of her village's beauty and spirit. Just like Leela's shawl, her work brought hope and inspiration. "Creativity," Anya thought, "can truly make a difference."

Anya continued painting and sharing her art. Her success inspired other children in the village to pursue their talents, proving that even small efforts could bring about meaningful change.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) adorned (line 14)
- (a) decorated
- (b) hidden
- (c) worn
- (d) damaged

(ii) resilience (line 26)
- (a) weakness
- (b) courage
- (c) persistence
- (d) fragility

(b) Which word in the passage is the opposite of 'hesitated'? [1]
- (i) doubted
- (ii) delayed
- (iii) acted
- (iv) decided

(c) Answer the following questions briefly in your own words:
- (i) Why did Anya enjoy visiting the weekly market? [2]
- (ii) What challenges did Leela and her family face during the drought? [2]
- (iii) How did the merchant's purchase of the shawl help the village? [2]
- (iv) Why did Anya decide to start painting? [1]
- (v) How did Anya's paintings impact the people in her village? [2]

(d) Summarise how Leela and Anya used their creativity to inspire change in about 50 words. [8]

Ans :

(a) (i) (a) decorated
"Adorned" means to decorate or embellish something. In the passage, Leela's shawl was beautifully decorated with intricate patterns.

(ii) (c) persistence
"Resilience" refers to the ability to recover from difficulties and keep going. Leela's shawl told a story of persistence and hope despite hardships.

(b) (iii) acted
"Hesitated" means to pause or be uncertain before taking action. The opposite is "acted," meaning to take immediate steps.

(c) (i) Anya enjoyed visiting the market because it was lively, and she loved listening to the storyteller's captivating tales under the neem tree.

(ii) During the drought, Leela's family struggled with no crops, and the village faced extreme hardship.

(iii) The merchant's purchase provided Leela with enough money to support her family and help her neighbors with seeds, tools, and food.

(iv) Anya started painting after being inspired by Leela's story and wanted to create something meaningful.

(v) Anya's paintings showcased the beauty of the village, inspired other children, and became a symbol of creativity and hope.

(d) Leela and Anya demonstrated the transformative power of creativity. Leela's shawl brought financial aid and hope to her village during a drought. Inspired by her story, Anya painted scenes of her village, earning money and inspiring others to pursue their

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talents. Their efforts united communities and left lasting impacts.

12. Read the following passage carefully and answer the questions that follow:

The invention of the printing press in the 15th century by Johannes Gutenberg was a revolutionary moment in human history. Before this invention, books were laboriously copied by hand, a process that took months or even years for a single volume. As a result, books were expensive, rare, and accessible only to the wealthy and the clergy. The printing press changed all that by making books easier and faster to produce, leading to a surge in knowledge and literacy.

Gutenberg's printing press used movable type-small, reusable metal letters that could be rearranged to form words and sentences. This innovation significantly reduced the time required to produce a book. The first major book printed using this technology was the Gutenberg Bible, completed around 1455. It was not only a technological marvel but also a work of art, admired for its precision and beauty.

The impact of the printing press was profound. For the first time, ideas could be disseminated on a large scale. Scientists, writers, and philosophers began publishing their works, which sparked debates and led to new discoveries. One notable example is Martin Luther, whose 95 Theses, printed and distributed widely, became the foundation of the Protestant Reformation. The printing press was also instrumental in spreading the ideas of the Renaissance and the Scientific Revolution, movements that reshaped European thought and culture.

The increase in book production also led to the rise of vernacular languages. Previously, most scholarly works were written in Latin, a language understood only by the educated elite. The printing press made it possible to publish books in local languages, enabling common people to access literature, science, and religious texts. This democratization of knowledge helped bridge the gap between social classes and empowered individuals to think critically.

However, the printing press was not without its challenges. The sudden availability of books led to fears that traditional authorities, such as the Church and monarchies, would lose control over the flow of information. Efforts to censor printed material were common, but they rarely succeeded in curbing the spread of ideas.

Over time, the printing press evolved, paving the way for newspapers, magazines, and eventually the mass communication technologies we use today. It laid the foundation for the modern knowledge economy, where information is a critical resource. The invention remains one of the most influential developments in history, shaping societies and cultures across the globe.

Today, we live in a world where information is instantly available through digital media. However, the principles established by the printing press-spreading knowledge, enabling debate, and fostering innovation-remain as relevant as ever. Gutenberg's invention reminds us of the power of technology to transform lives and expand human potential.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) revolutionary (line 3)
- (a) peaceful
- (b) innovative
- (c) common
- (d) temporary

(ii) disseminated (line 22)
- (a) restricted
- (b) shared
- (c) hidden
- (d) forgotten

(b) Which word in the passage is the opposite of 'democratization'? [1]
- (i) equality
- (ii) elitism
- (iii) fairness
- (iv) freedom

(c) Answer the following questions briefly in your own words:
- (i) How did the printing press change the production of books? [2]
- (ii) What was the Gutenberg Bible, and why was it significant? [2]
- (iii) How did the printing press contribute to the spread of new ideas? [2]
- (iv) Why did the printing press lead to fears among traditional authorities? [1]
- (v) In what ways is the printing press relevant to modern society? [2]

(d) Summarise how the invention of the printing press transformed society, as discussed in the passage, in about 50 words. [8]

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Ans :

(a) (i) (b) innovative
"Revolutionary" refers to something that brings about major change or innovation. The invention of the printing press was groundbreaking in book production.

(ii) (b) shared
"Disseminated" means spread or distributed widely. In the passage, it refers to how the printing press allowed ideas to be widely shared.

(b) (ii) elitism
"Democratization" refers to making something accessible to all people, while "elitism" refers to restricting access to a privileged few.

(c) (i) The printing press made book production faster and cheaper, allowing books to be produced in weeks instead of months or years.
(ii) The Gutenberg Bible was the first major book printed using movable type, admired for its technological innovation and artistic quality.
(iii) The printing press allowed ideas to spread widely, influencing movements like the Protestant Reformation, the Renaissance, and the Scientific Revolution.
(iv) Authorities feared losing control over information due to the widespread availability of printed material.
(v) The printing press remains relevant as it laid the foundation for the dissemination of knowledge, innovation, and mass communication in modern society.

(d) The printing press revolutionized society by making books accessible, spreading ideas, and fostering critical thinking. It empowered individuals, democratized knowledge, and influenced movements like the Renaissance and Reformation. Despite fears from traditional authorities, its legacy continues in modern communication and education, transforming how societies share and preserve information.

13. Read the following passage carefully and answer the questions that follow:
Rohit sat on the porch, gazing at the sprawling field in front of his house. His family owned a small piece of land on which they grew vegetables to sell at the local market. Life in the village was quiet, but for Rohit, it was often dull. He longed to do something meaningful, something that would make a difference.

One day, while helping his father till the soil, Rohit noticed something unusual-a patch of wildflowers growing near the edge of the field. Unlike the crops, which required constant care, the wildflowers thrived effortlessly. This sight sparked an idea. What if there was a way to grow crops that required less water and effort?

Rohit shared his thoughts with his schoolteacher, Mr. Verma, who encouraged him to research sustainable farming techniques. Rohit began spending hours in the school library, reading books and watching videos about organic farming and permaculture. He learned about companion planting, crop rotation, and the importance of preserving soil health.

The next weekend, Rohit decided to experiment. He cleared a small section of the field and planted vegetables alongside flowers that attracted bees and other pollinators. He used natural compost made from kitchen waste instead of chemical fertilizers. Though his father was skeptical, he allowed Rohit to continue.

Weeks passed, and the results were astounding. Rohit's experimental patch not only yielded healthy crops but also required less water and no chemical inputs. The wildflowers helped keep pests away, while the natural compost enriched the soil. Word of his success spread quickly, and neighbors began visiting to learn about his methods.

Encouraged by the response, Rohit started sharing his knowledge with other farmers. He held small workshops in the village, teaching them how to adopt organic farming practices. With Mr. Verma's help, Rohit also wrote articles about sustainable farming for the district newsletter.

By the next harvest season, many farmers in the village had adopted Rohit's techniques. The fields looked healthier, the crops fetched higher prices at the market, and the village's dependence on expensive fertilizers decreased significantly. Rohit's efforts not only improved the villagers' livelihoods but also strengthened their connection to the environment.

The local authorities recognized Rohit's contribution and invited him to speak at an agricultural fair. Nervous but excited, Rohit shared his journey with an audience of farmers, scientists, and officials. His speech emphasized the importance of working with nature rather than against it.

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Today, Rohit's story is a source of pride for his village. His innovative approach to farming demonstrated that age is no barrier to making a difference, and small ideas can lead to big changes.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) sprawling (line 1)
- (a) narrow
- (b) wide
- (c) hidden
- (d) growing

(ii) sustainable (line 17)
- (a) harmful
- (b) expensive
- (c) eco-friendly
- (d) temporary

(b) Which word in the passage is the opposite of 'skeptical'? [1]
- (i) doubtful
- (ii) unsure
- (iii) confident
- (iv) hesitant

(c) Answer the following questions briefly in your own words:
- (i) What inspired Rohit to explore new farming techniques? [2]
- (ii) What role did Mr. Verma play in Rohit's journey? [2]
- (iii) How did Rohit's experimental patch differ from traditional farming methods? [2]
- (iv) What was the impact of Rohit's techniques on the village? [1]
- (v) Why was Rohit invited to speak at the agricultural fair? [2]

(d) Summarise how Rohit used his innovative farming methods to inspire change in his village in about 50 words. [8]

Ans :

(a) (i) (b) wide
"Sprawling" refers to something that spreads out over a large area. In the passage, it describes the vastness of the field in front of Rohit's house.

(ii) (c) eco-friendly
"Sustainable" means practices that can be maintained over time without harming the environment. In the passage, Rohit learns about sustainable farming techniques that improve soil health and reduce chemical use.

(b) (iii) confident
"Skeptical" means doubtful or uncertain. The opposite of this is "confident," which means having trust or certainty in something.

(c) (i) Rohit was inspired to explore new farming techniques after noticing wildflowers thriving effortlessly and realizing crops could potentially grow with less effort and water.

(ii) Mr. Verma encouraged Rohit to research sustainable farming and supported him by providing resources and opportunities to share his knowledge.

(iii) Rohit's experimental patch used natural compost, companion planting, and required less water, unlike traditional methods that relied on chemical fertilizers.

(iv) Rohit's techniques improved crop health, increased profits, and reduced dependency on chemical inputs in the village.

(v) Rohit was invited to the agricultural fair because his innovative farming methods significantly impacted his village and demonstrated the potential of sustainable practices.

(d) Rohit's innovative farming methods revolutionized his village's approach to agriculture. By using natural compost, companion planting, and water-efficient techniques, he improved crop yields and reduced expenses. His workshops inspired other farmers, and his efforts were recognized as a model for sustainable farming, proving that small initiatives can create lasting change.

14. Read the following passage carefully and answer the questions that follow:

Ishita sat at her desk, sketching ideas for her next project. As a 14-year-old, she loved experimenting with new concepts and turning them into something meaningful. Her mother often called her a problem solver, a title Ishita wore with pride. This time, her focus was on the environment. She had recently learned in school about the growing problem of plastic pollution and its impact on marine life.

While walking home from school one day, Ishita noticed piles of plastic waste littering the streets and clogging the drains. It was a sight she could no longer ignore. Determined to act, she began researching ways to tackle the issue. During her research, she discovered the concept

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of eco-bricks-plastic bottles stuffed tightly with non-recyclable plastic waste to create a reusable building block.

The idea fascinated Ishita. That weekend, she gathered her family and explained the concept of eco-bricks. Together, they started collecting plastic waste from their home and neighborhood. Ishita then filled an empty bottle with the waste, packing it tightly until it became a solid, brick-like structure. Her first eco-brick was complete.

Ishita's family admired her initiative, but she wanted to do more. She approached her school principal and proposed starting an eco-brick project with her classmates. The principal was impressed and gave her permission to lead the initiative. Ishita created posters to raise awareness about plastic pollution and demonstrated how to make eco-bricks during assembly.

The response was overwhelming. Students brought in plastic waste from their homes, and soon, the school had collected hundreds of eco-bricks. Ishita collaborated with her teachers to use these bricks to build a small bench in the school garden. It became a symbol of the students' collective effort to address plastic pollution.

News of the project spread throughout the community. Local residents began approaching Ishita for advice on how to make eco-bricks. Inspired by the school's success, the residents organized cleanup drives to collect plastic waste and repurpose it. Ishita also worked with the local municipal office, which provided a designated area to store the eco-bricks for future projects.

Within months, Ishita's initiative transformed her community. The streets became cleaner, and the drains were no longer clogged. The eco-bricks were used to create garden borders, outdoor seating, and even small play structures for children. Ishita's efforts not only reduced plastic waste but also brought people together to work for a common cause.

At the annual school awards ceremony, Ishita was recognized for her leadership and innovation. As she accepted her award, she said, "This project isn't just about cleaning up plastic. It's about showing that even small actions can lead to big changes." Her words left a lasting impression on everyone present.

Ishita's eco-brick project became a model for neighboring towns. Her story proved that age is no barrier to making a difference and that with creativity and determination, anyone can contribute to solving global challenges.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) clogging (line 12)
- (a) blocking
- (b) cleaning
- (c) emptying
- (d) repairing

(ii) initiative (line 26)
- (a) conclusion
- (b) beginning
- (c) leadership
- (d) hesitation

(b) Which word in the passage is the opposite of 'overwhelming'? [1]
- (i) intense
- (ii) minimal
- (iii) significant
- (iv) large

(c) Answer the following questions briefly in your own words:
- (i) What inspired Ishita to start the eco-brick project? [2]
- (ii) How did Ishita involve her school in the eco-brick project? [2]
- (iii) What was the result of the school's eco-brick project? [2]
- (iv) How did the community benefit from Ishita's initiative? [1]
- (v) Why was Ishita recognized at the school awards ceremony? [2]

(d) Summarise how Ishita's eco-brick project addressed the issue of plastic pollution and united her community in about 50 words. [8]

Ans :

(a) (i) (a) blocking
"Clogging" refers to something obstructing or blocking the normal flow, which is exactly what the plastic waste was doing to the drains.

(ii) (c) leadership
"Initiative" refers to taking the first step towards action or demonstrating leadership in starting something new. In the passage, Ishita took initiative to start the eco-brick project.

(b) (ii) minimal
"Overwhelming" means something excessive or too much to handle, while its opposite, "minimal," means very little or small in impact.

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(c) (i) Ishita was inspired by the sight of plastic waste on the streets and the concept of eco-bricks, which she discovered during her research on plastic pollution.

(ii) Ishita involved her school by proposing the eco-brick project, raising awareness through posters and assemblies, and leading students in creating eco-bricks from collected plastic waste.

(iii) The school's project resulted in a cleaner environment and a bench built from eco-bricks, symbolizing collective effort against plastic pollution.

(iv) The community benefited from cleaner streets, unclogged drains, and the creative use of eco-bricks for practical purposes like garden borders and seating.

(v) Ishita was recognized for her leadership and innovative efforts in reducing plastic waste and inspiring her community to take action.

(d) Ishita's eco-brick project addressed plastic pollution by repurposing waste into reusable building blocks. Her efforts united her school and community, resulting in cleaner streets, reduced waste, and practical uses for eco-bricks. Ishita's leadership demonstrated how small actions and collaboration can create meaningful environmental change.

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15. Read the following passage carefully and answer the questions that follow:

The early morning sun bathed the fields in golden light as Neha walked along the narrow path to the community well. It was a routine she followed every day, carrying a heavy pot of water back home to her family. Though she was only 15, Neha was aware of the challenges her village faced due to water scarcity.

During the dry season, the well often ran low, and families had to ration water carefully. Neha frequently heard the elders lament about the dwindling water table and the lack of rain. She had seen crops wither and children fall ill from drinking contaminated water. Determined to help, Neha decided to find a solution.

Her school science teacher had once explained the benefits of building check dams to conserve water. Inspired, Neha researched how small dams could trap rainwater and replenish groundwater levels. The idea was simple yet effective, and Neha was eager to implement it in her village.

Neha first discussed her idea with her family, who were supportive but skeptical about how she could make it happen. Undeterred, she gathered her classmates and shared her plan with them. They agreed to help, and together, they approached the village headman. Initially hesitant, the headman was eventually convinced by Neha's determination and agreed to lend support.

Over the next few weeks, Neha and her team worked tirelessly to gather resources. They used stones, sandbags, and clay to construct a small check dam across a seasonal stream near the village. The entire community pitched in, inspired by the enthusiasm of the young students. Even the elders, who were initially doubtful, joined the effort.

When the first rains arrived, the check dam filled up quickly, creating a small reservoir. The trapped water slowly seeped into the ground, recharging the wells and improving the soil's moisture. The villagers were overjoyed to see the positive impact of Neha's idea. Crops began to thrive, and the water supply became more reliable.

Neha's success didn't stop there. She organized awareness drives, teaching villagers how to conserve water and use it more efficiently. With the help of her school, she wrote to local authorities, requesting funds to build more check dams. Her efforts caught the attention of the district administration, which offered technical and financial support for future projects.

The transformation in the village was remarkable. Within a year, the community had built several small check dams, ensuring a steady water supply even during dry seasons. Neha's leadership and dedication became a source of pride for the village.

At a community gathering, the headman praised Neha, saying, "This young girl has shown us that one idea, combined with determination, can change our future." Neha, in her humble manner, responded, "This is our success. Together, we've made a difference."

Today, Neha's story is an inspiration for many neighboring villages. Her efforts proved that even the youngest members of a community can lead the way in solving critical issues.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

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(i) dwindling (line 11)
  (a) increasing
  (b) abundant
  (c) reducing
  (d) stable

(ii) replenish (line 18)
  (a) empty
  (b) restore
  (c) consume
  (d) destroy

(b) Which word in the passage is the opposite of 'doubtful'? [1]
  (i) supportive
  (ii) reliable
  (iii) confident
  (iv) certain

(c) Answer the following questions briefly in your own words:
  (i) What inspired Neha to build a check dam in her village? [2]
  (ii) How did Neha convince the villagers to support her project? [2]
  (iii) What were the benefits of the check dam built by Neha and her team? [2]
  (iv) How did the district administration support Neha's efforts? [1]
  (v) What lesson does Neha's story teach about community efforts? [2]

(d) Summarise how Neha's leadership helped solve the water scarcity problem in her village in about 50 words. [8]

Ans :

(a) (i) (c) reducing
"Dwindling" means gradually decreasing or becoming less. In the passage, the villagers were concerned about the "dwindling water table," meaning the groundwater level was getting lower.

(ii) (b) restore
"Replenish" means to refill or restore something that has been used up. In the passage, the check dam helped replenish groundwater levels, meaning it restored the water supply.

(b) (iii) confident
"Doubtful" means uncertain or lacking confidence, so its opposite is "confident," meaning sure or convinced.

(c) (i) Neha was inspired by her science teacher, who explained the benefits of check dams for conserving water.

(ii) Neha convinced the villagers by gathering her classmates, explaining the benefits of a check dam, and demonstrating her commitment to the project.

(iii) The check dam improved the water supply, recharged wells, and increased soil moisture, helping crops thrive.

(iv) The district administration provided technical and financial support to build more check dams.

(v) Neha's story teaches that teamwork and determination can overcome even critical challenges like water scarcity.

(d) Neha's leadership addressed her village's water scarcity by building a check dam to conserve rainwater. Her efforts recharged wells, improved crop health, and inspired villagers to work together. With community support and government aid, she transformed her village, proving that determination and collaboration can solve even the most pressing problems.

16. Read the following passage carefully and answer the questions that follow:

Ramesh loved the lush greenery surrounding his village. Tall trees, sprawling fields, and a small river made the area picturesque. But recently, he had noticed something troubling-several trees were being cut down, leaving the once-thriving forests sparse. The river's water levels had dropped, and the fields looked parched. Ramesh, 16 years old and deeply concerned about the environment, decided to take action.

His first step was to speak to his grandfather, a retired forest ranger. "Deforestation is the root of many problems," his grandfather explained. "It leads to soil erosion, loss of biodiversity, and even affects rainfall." He shared stories of how, years ago, the village thrived because of its dense forests and abundant resources. Inspired by these stories, Ramesh decided to start a tree-planting drive.

Ramesh began by convincing his school principal to let him organize a tree plantation event on campus. The principal, impressed by Ramesh's enthusiasm, agreed to provide saplings and tools for the event. Ramesh also spoke to his classmates, encouraging them to join the cause. Over the weekend, the students planted dozens of trees in the schoolyard.

Seeing the success of the event, Ramesh decided to take his efforts to the entire village.

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He created posters highlighting the importance of trees and distributed them door-to-door. Many villagers, especially the elders, appreciated his initiative and volunteered to help. Together, they identified barren areas near the river and fields where trees could be planted.

With the help of the villagers, Ramesh organized several plantation drives over the next few months. They planted native trees that required less water and could survive in the village's dry conditions. Ramesh also encouraged people to nurture the saplings by assigning them "tree guardians," villagers who would care for specific plants.

The impact of Ramesh's initiative became evident within a year. The new trees helped reduce soil erosion, and the river's water levels began to stabilize. Birds and small animals returned to the area, and the fields became greener. The villagers noticed how their environment was slowly healing, and many credited Ramesh for leading the effort.

To raise further awareness, Ramesh collaborated with his school to organize an environment day. Students performed plays about the importance of trees and shared facts about deforestation. The event attracted people from neighboring villages, spreading the message beyond his own community.

Ramesh's efforts didn't go unnoticed. The local government recognized his contribution to the environment and provided additional resources for tree planting and water conservation projects. Ramesh was invited to speak at an environmental seminar, where he shared his journey and inspired others to act.

Today, Ramesh's village stands as a symbol of how collective efforts can restore nature. His determination showed that even young individuals can make a lasting impact. The once-sparse land now flourishes with greenery, reminding everyone of the power of community and perseverance.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) parched (line 7)
- (a) soaked
- (b) dry
- (c) cold
- (d) rough

(ii) biodiversity (line 13)
- (a) variety of life
- (b) destruction of life
- (c) forest cover
- (d) fertile land

(b) Which word in the passage is the opposite of 'sparse'? [1]
- (i) abundant
- (ii) barren
- (iii) scattered
- (iv) thin

(c) Answer the following questions briefly in your own words:
- (i) What inspired Ramesh to start a tree-planting drive? [2]
- (ii) How did Ramesh involve his school in the plantation initiative? [2]
- (iii) What steps did Ramesh take to ensure the survival of the saplings? [2]
- (iv) How did the villagers benefit from Ramesh's efforts? [1]
- (v) Why was Ramesh invited to speak at an environmental seminar? [2]

(d) Summarise how Ramesh's efforts helped restore his village's environment in about 50 words. [8]

Ans :

(a) (i) (b) dry

"Parched" means extremely dry or lacking moisture. In the passage, it describes the fields that had lost water due to deforestation.

(ii) (a) variety of life

"Biodiversity" refers to the variety of plant and animal life in a particular area. The passage mentions that deforestation led to the "loss of biodiversity," meaning many different species of plants and animals were affected.

"Sparse" means thinly scattered or not dense, so its opposite is "abundant," meaning plentiful or full.

(b) (i) abundant

(c) (i) Ramesh was inspired by his grandfather's stories about the village's past and how deforestation had caused environmental problems.

(ii) Ramesh convinced his school principal to organize a tree plantation event and motivated his classmates to participate.

(iii) He planted native trees and assigned "tree guardians" to care for the saplings, ensuring their survival.

(iv) The villagers benefited from reduced soil erosion, stabilized water levels, and the return of wildlife.

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(v) Ramesh was invited to speak at the seminar because of his leadership in restoring the environment and inspiring others to take action.

(d) Ramesh led a tree-planting drive to combat deforestation in his village. His efforts reduced soil erosion, stabilized the river, and restored wildlife. By involving his school, villagers, and local authorities, Ramesh transformed barren land into thriving greenery, proving the power of collective action and determination in restoring nature.

11. Read the following passage carefully and answer the questions that follow:

Tara loved visiting her grandmother's home during summer vacations. Nestled at the edge of a dense forest, the house had a charm that Tara found irresistible. Her grandmother, an avid gardener, had a lush backyard filled with flowers, herbs, and fruit trees. One day, while exploring the garden, Tara noticed that many plants had withered, and the once-vibrant flowers seemed dull. Concerned, she asked her grandmother what had happened.

Her grandmother sighed and explained, "The soil has lost its nutrients over the years. Without fertile soil, the plants struggle to grow, no matter how much water or sunlight they get." Tara was saddened by this but determined to find a solution.

That evening, Tara sat down with her grandmother and asked if there was a way to improve the soil. Her grandmother shared stories from her childhood about how they used natural compost made from kitchen waste to enrich the soil. Tara was intrigued and decided to start a composting project during her stay.

The next morning, Tara began collecting kitchen scraps-vegetable peels, fruit skins, eggshells, and leftover food. With her grandmother's help, she dug a small pit in the backyard and layered it with organic waste and dry leaves. She added some soil to speed up the decomposition process and covered the pit to keep pests away.

Tara checked the pit every day, turning the mixture with a stick to ensure proper aeration. Within a few weeks, the organic waste had broken down into rich, dark compost. Tara and her grandmother spread the compost in the garden, hoping it would revive the plants.

The results were astonishing. Slowly but surely, the plants began to recover. The flowers regained their bright colors, and the herbs and vegetables grew lush and healthy. Tara was thrilled to see the transformation and realized the importance of soil health in sustaining plant life.

Inspired by the success of the garden, Tara decided to share her knowledge with the neighboring households. She explained how composting could reduce kitchen waste and improve their gardens. Many families adopted her method, and the entire community began to see the benefits.

By the end of the summer, Tara had become a local hero. The once-struggling gardens in her grandmother's village flourished, attracting birds, bees, and butterflies. Tara's grandmother often said, "You've not only brought the soil back to life, but you've also brought hope to our community."

When Tara returned to her city, she started a composting club in her school, teaching her classmates how to reduce waste and help the environment. Her efforts were recognized by the local municipal office, which awarded her a certificate for environmental awareness.

Tara's journey taught her that small actions, like turning waste into compost, can lead to significant change. Her project was proof that one person's determination can inspire many and create a lasting impact.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) withered (line 7)
- (a) bloomed
- (b) faded
- (c) fresh
- (d) growing

(ii) aeration (line 31)
- (a) adding water
- (b) adding air
- (c) removing soil
- (d) reducing waste

(b) Which word in the passage is the opposite of 'dull'? [1]
- (i) bright
- (ii) faded
- (iii) pale
- (iv) weak

(c) Answer the following questions briefly in your own words:

(i) Why was Tara concerned about the garden? [2]

(ii) How did Tara learn about composting? [2]

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(iii) What steps did Tara take to make compost? [2]

(iv) What changes did the garden show after using compost? [1]

(v) How did Tara share her knowledge beyond her grandmother's village? [2]

(d) Summarise how Tara's composting project helped revive the garden and inspire others in about 50 words. [8]

Ans :

(a) (i) (b) faded
"Withered" means dried up, shriveled, or lost freshness due to lack of water or nutrients. In the passage, it refers to the plants in Tara's grandmother's garden losing their vitality.

(ii) (b) adding air
"Aeration" refers to the process of introducing air into a substance. In composting, aeration helps speed up decomposition by allowing oxygen to reach microorganisms that break down organic matter.

(b) (i) bright
"Dull" means lacking brightness or vibrancy. The opposite of dull is "bright," which means lively, colorful, or radiant.

(c) (i) Tara was concerned because the plants had withered, and the garden had lost its vibrant colors due to poor soil health.

(ii) Tara learned about composting from her grandmother, who shared stories of using natural compost made from kitchen waste.

(iii) Tara collected organic waste, layered it with dry leaves and soil in a pit, and turned it regularly to create compost.

(iv) The garden showed healthier, vibrant plants and a lush recovery after using the compost.

(v) Tara started a composting club at her school, teaching her classmates and spreading awareness about reducing waste and improving soil health.

(d) Tara revived her grandmother's garden by making compost from kitchen waste, enriching the soil, and bringing plants back to life. She shared her method with the community, inspiring them to adopt composting. Her school club further spread environmental awareness, proving that simple actions can lead to transformative change.

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18. Read the following passage carefully and answer the questions that follow:

Aryan loved tinkering with gadgets and building small projects in his free time. His fascination with technology often led him to explore how things worked. One afternoon, while walking through his neighborhood, he noticed the streetlights were still on despite the bright sunlight. Aryan realized how much electricity was being wasted and decided to do something about it.

Back home, Aryan began researching ways to save electricity. He came across the concept of automatic light sensors, which could turn lights on or off based on the surrounding light levels. Excited by the idea, Aryan decided to create his own version using simple components.

He gathered materials like a light-dependent resistor (LDR), a small circuit board, and a few wires. With guidance from his elder brother, who was an engineering student, Aryan built a basic prototype. The device could detect light levels and automatically switch the lights off during the day and on at night.

Aryan tested the prototype on a lamp at home, and it worked perfectly. Encouraged by his success, he shared his invention with his school science teacher, who was impressed and suggested improving the design to make it suitable for streetlights. Aryan refined his model, making it more durable and weather-resistant.

The next challenge was convincing the local authorities to implement his idea. Aryan prepared a presentation, explaining how the device worked and how it could save electricity. The municipal officer was initially skeptical but agreed to test the device on a few streetlights in the area.

Within a month, the results were clear- the electricity bills for the trial area had significantly reduced. Seeing the potential, the authorities decided to install Aryan's devices on all the streetlights in the neighborhood. Aryan's innovation not only saved electricity but also reduced costs for the local administration.

News of Aryan's invention spread quickly. Local newspapers featured his story, and his school organized a special assembly to honor his efforts. Aryan's project inspired many students to explore ways they could contribute to their communities through science and technology.

Aryan didn't stop there. He started a "Smart Energy" club in his school, where he taught his peers how to create simple devices that could save energy. The club organized workshops and

demonstrations, spreading awareness about the importance of conserving electricity.

Today, Aryan's neighborhood is a shining example of energy efficiency, thanks to his innovative spirit. His journey proved that even small ideas, when executed with determination, could create meaningful change and inspire others to think creatively.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]
   (i) prototype (line 19)
      (a) final product
      (b) sample model
      (c) complete design
      (d) raw material
   (ii) sustainable (line 26)
      (a) expensive
      (b) eco-friendly
      (c) temporary
      (d) durable

(b) Which word in the passage is the opposite of 'reduce'? [1]
   (i) lower
   (ii) increase
   (iii) shrink
   (iv) minimize

(c) Answer the following questions briefly in your own words:
   (i) What prompted Aryan to work on saving electricity? [2]
   (ii) How did Aryan create his automatic light sensor? [2]
   (iii) What role did the municipal authorities play in implementing Aryan's idea? [2]
   (iv) How did Aryan inspire his peers to take action? [1]
   (v) What were the results of Aryan's invention in his neighborhood? [2]

(d) Summarise how Aryan's innovation addressed electricity wastage and inspired others in about 50 words. [8]

Ans :

(a) (i) (b) sample model
"Prototype" refers to an early version or experimental model of a product used for testing and refinement. In the passage, Aryan created a prototype of his automatic light sensor before improving it for wider use.

(ii) (b) eco-friendly
"Sustainable" means something that can be maintained over time without causing harm to the environment. In the passage, Aryan's innovation aimed at energy conservation, making it an eco-friendly solution.

(b) (ii) increase
"Reduce" means to decrease or lower something. The opposite of this is "increase," which means to make something larger or greater.

(c) (i) Aryan noticed that streetlights remained on during the day, wasting electricity, which prompted him to work on a solution.
   (ii) Aryan created his automatic light sensor using an LDR, circuit board, and wires, and refined it with help from his elder brother and school science teacher.
   (iii) The municipal authorities tested Aryan's device on a few streetlights and later installed it across the neighborhood after its success.
   (iv) Aryan inspired his peers by starting a "Smart Energy" club and teaching them to create energy-saving devices.
   (v) Aryan's invention reduced electricity wastage, lowered municipal costs, and turned his neighborhood into a model of energy efficiency.

(d) Aryan's automatic light sensor reduced electricity wastage by turning streetlights off during the day. His innovation saved energy and lowered costs in his neighborhood. By creating a "Smart Energy" club, Aryan inspired others to explore technology for community betterment, proving that small ideas can lead to significant change.

19. Read the following passage carefully and answer the questions that follow:

Clean drinking water is essential for life, yet millions of people around the world struggle to access it. In many developing countries, water sources are contaminated with harmful bacteria, chemicals, and other pollutants. The lack of clean water leads to severe health problems, including cholera, dysentery, and typhoid. Ensuring safe drinking water is a global challenge, requiring innovative solutions and coordinated efforts.

One of the simplest ways to make water safe is by boiling it. Boiling kills most bacteria and viruses, but it does not remove chemicals

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or impurities. For areas with high levels of contamination, advanced purification methods like reverse osmosis and UV filtration are more effective. These technologies, however, are expensive and often unavailable in remote regions.

To address this issue, many non-governmental organizations (NGOs) and scientists are developing cost-effective solutions. One such innovation is the "LifeStraw," a portable water filter that removes bacteria and parasites. Another is solar water disinfection, or SODIS, which uses sunlight to kill germs in clear plastic bottles. Both methods are affordable and easy to use, making them suitable for rural areas.

In addition to technology, education plays a key role in ensuring access to clean water. Communities need to be aware of simple hygiene practices, such as washing hands and keeping water sources clean. Schools and local health workers often conduct workshops to teach people how to prevent waterborne diseases. These efforts can significantly reduce the health risks associated with contaminated water.

Governments and international organizations also play a critical role in addressing water scarcity and contamination. Large-scale projects, such as building wells, reservoirs, and water treatment plants, require substantial funding and expertise. Partnerships between governments, NGOs, and private companies are often necessary to implement such initiatives.

One inspiring example is the Clean Ganga Project in India, which aims to reduce pollution in the Ganga River. The project focuses on treating industrial waste, improving sewage systems, and promoting community participation in cleaning the river. Similar initiatives in other parts of the world, such as the Thames River Cleanup in England, demonstrate the importance of collective action in solving water-related issues.

The importance of clean water extends beyond health. It affects education, economic growth, and overall quality of life. Children in areas without access to clean water often miss school due to illness or the need to fetch water from distant sources. Women and girls, in particular, bear the burden of fetching water, which limits their opportunities for education and employment.

As climate change intensifies, the availability of clean water is becoming an even greater concern. Rising temperatures, reduced rainfall, and shrinking glaciers threaten water supplies in many regions. Addressing these challenges requires sustainable practices, such as water conservation, rainwater harvesting, and the protection of natural water sources.

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Clean water is a basic human right, yet achieving universal access requires collective responsibility. By combining technology, education, and policy, we can ensure that clean water becomes available to all. The journey to solve this crisis is long, but every step brings us closer to a healthier and more equitable world.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) contaminated (line 4)
- (a) polluted
- (b) clean
- (c) neutral
- (d) purified

(ii) scarcity (line 38)
- (a) abundance
- (b) shortage
- (c) loss
- (d) availability

(b) Which word in the passage is the opposite of 'intensifies'? [1]
- (i) increases
- (ii) weakens
- (iii) strengthens
- (iv) amplifies

(c) Answer the following questions briefly in your own words:
- (i) Why is clean water important for life? [2]
- (ii) What are the limitations of boiling water as a purification method? [2]
- (iii) How do innovations like the LifeStraw and SODIS help provide clean water? [2]
- (iv) How does clean water affect education and economic growth? [1]
- (v) What steps can governments take to improve access to clean water? [2]

(d) Explain why solving the clean water crisis requires a collective approach, as discussed in the passage, in about 50 words. [8]

Ans :

(a) (i) (a) polluted
"Contaminated" means to be impure or unclean due to the presence of harmful substances. In the passage, it refers to water sources that contain bacteria, chemicals, and pollutants, making them unsafe for drinking.

(ii) (b) shortage
"Scarcity" means a lack or insufficiency of something. In the passage, it refers to the lack of clean drinking water in many parts of the world.

(b) (ii) weakens
"Intensifies" means to become stronger or more severe. The opposite of this would be "weakens," which means to reduce in strength or intensity.

(c) (i) Clean water is essential for health, preventing diseases like cholera and typhoid, and improving overall quality of life.
(ii) Boiling water kills bacteria and viruses but does not remove chemicals or impurities, limiting its effectiveness in highly contaminated areas.
(iii) Innovations like the LifeStraw and SODIS provide affordable and portable solutions for filtering harmful bacteria and making water safe.
(iv) Clean water allows children to attend school and reduces the burden on women, boosting education and economic opportunities.
(v) Governments can build wells, reservoirs, and treatment plants, and partner with NGOs to ensure sustainable access to clean water.

(d) Solving the clean water crisis requires technology, education, and policy efforts. Innovations like SODIS and LifeStraw, combined with awareness campaigns and infrastructure projects, can provide sustainable solutions. Governments, NGOs, and communities must collaborate to address contamination, scarcity, and climate challenges, ensuring clean water for all and building a healthier, equitable future.

20. Read the following passage carefully and answer the questions that follow:
The Industrial Revolution, which began in the late 18th century, transformed the way people lived and worked. Before this period, most goods were made by hand in small workshops or homes. The introduction of machines and factories revolutionized production, making goods faster and cheaper to produce. This shift marked the beginning of the modern industrial economy.

One of the key factors behind the Industrial Revolution was the development of new technologies. The steam engine, invented by James Watt, powered factories, trains, and ships, greatly improving transportation and production. Machines like the spinning jenny and the power loom automated textile production, allowing industries to meet the growing demand for cloth. These innovations changed the way people worked, as large numbers of workers moved from rural areas to cities to find employment in factories.

While the Industrial Revolution brought significant economic growth, it also had a profound impact on society. Urbanization, or the movement of people to cities, led to overcrowded living conditions. Many workers lived in small, poorly built houses without proper sanitation. Diseases like cholera and typhoid were common in industrial cities, and life expectancy was often low.

Factory workers faced harsh conditions. Long hours, low wages, and unsafe environments were typical for many laborers, including children. Despite these challenges, the Industrial Revolution also created opportunities. New jobs emerged, and the middle class began to grow as people found success in industries like manufacturing and trade.

The revolution had far-reaching effects on global trade. Industrialized nations, such as Britain and later the United States, became major economic powers. These countries imported raw materials like cotton and exported finished goods, creating complex global trade networks. However, this expansion also led to exploitation. Colonized regions often supplied the raw materials but received little benefit from industrialization, widening the gap between industrialized and non-industrialized nations.

The Industrial Revolution also sparked significant cultural and political changes. It inspired new ideas about labor rights, education, and governance. Social reformers fought for better working conditions, fair wages, and limits on child labor. These movements led to important laws, such as the Factory Acts in Britain, which regulated working hours and improved safety in factories.

Education systems also began to expand during this period. Industrialized nations realized the importance of educating their populations to meet the demands of an increasingly technological world. Schools were established to train workers and provide them with the skills needed for

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industrial jobs.

Despite its challenges, the Industrial Revolution paved the way for technological advancements that continue to shape our world. From the assembly line to modern-day robotics, the foundation laid during this period has driven innovation and economic growth. The legacy of the Industrial Revolution is evident in nearly every aspect of contemporary life, from transportation and communication to healthcare and education.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) revolutionized (line 6)
- (a) complicated
- (b) transformed
- (c) delayed
- (d) simplified

(ii) urbanization (line 22)
- (a) moving to cities
- (b) farming practices
- (c) city development
- (d) population decline

(b) Which word in the passage is the opposite of 'opportunity'? [1]
- (i) advantage
- (ii) obstacle
- (iii) chance
- (iv) growth

(c) Answer the following questions briefly in your own words:
- (i) How did the steam engine contribute to the Industrial Revolution? [2]
- (ii) What were the living conditions like in industrial cities during the revolution? [2]
- (iii) How did the Industrial Revolution affect global trade? [2]
- (iv) Why were social reforms necessary during the Industrial Revolution? [1]
- (v) What role did education play in industrialized nations? [2]

(d) Summarise the impact of the Industrial Revolution on society and global trade, as discussed in the passage, in about 50 words. [8]

Ans :

(a) (i) (b) transformed
"Revolutionized" means to bring a dramatic change or transformation. In the passage, it refers to how the Industrial Revolution changed the way goods were produced.

(ii) (a) moving to cities
"Urbanization" refers to the process in which people move from rural areas to cities in search of jobs and better living conditions. In the passage, it describes how people left villages to work in factories.

(b) (ii) obstacle
"Opportunity" means a favorable chance for progress or success, while "obstacle" means a hindrance or challenge that prevents success.

(c) (i) The steam engine powered factories, trains, and ships, improving transportation and production efficiency.

(ii) Living conditions were overcrowded, unsanitary, and prone to diseases like cholera and typhoid.

(iii) Industrial nations imported raw materials and exported finished goods, creating global trade networks but exploiting colonized regions.

(iv) Social reforms were needed to address poor working conditions, unfair wages, and child labor.

(v) Education provided workers with the skills required for industrial jobs and supported technological advancements.

(d) The Industrial Revolution transformed society by urbanizing communities, creating jobs, and inspiring social reforms. It expanded global trade networks, with industrialized nations benefiting more than colonized regions. While it improved productivity and innovation, challenges like harsh working conditions and exploitation highlighted the need for education and reforms to create a more equitable industrial economy.

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21. Read the following passage carefully and answer the questions that follow:

The phenomenon of global warming has become one of the most pressing environmental issues of our time. It refers to the gradual increase in Earth's average temperature, primarily due to the accumulation of greenhouse gases like carbon dioxide, methane, and nitrous oxide in the atmosphere. These gases trap heat, creating a "greenhouse effect" that warms the planet.

The industrial revolution marked a significant turning point, as it led to increased burning of fossil fuels like coal, oil, and natural gas. This release of greenhouse gases, combined with large-scale deforestation, intensified the greenhouse effect.

As a result, the planet's average temperature has risen by about 1.1°C since the late 19th century, with the last few decades witnessing the fastest rate of warming.

The consequences of global warming are far-reaching. Rising temperatures have caused polar ice caps and glaciers to melt, leading to a rise in sea levels. Coastal areas are at risk of flooding, and low-lying regions face the threat of being submerged. Additionally, global warming disrupts weather patterns, causing extreme events such as hurricanes, droughts, and heatwaves. These events not only damage infrastructure but also threaten human lives and biodiversity.

One of the major impacts of global warming is on agriculture. Changing weather patterns affect crop yields, leading to food insecurity in many parts of the world. Warmer temperatures also enable the spread of pests and diseases, further endangering food supplies. Farmers in developing countries, who often rely on traditional farming methods, are particularly vulnerable to these changes.

Efforts to combat global warming are underway on multiple fronts. International agreements, such as the Paris Climate Accord, aim to limit global temperature rise to below 2°C by reducing greenhouse gas emissions. Renewable energy sources, like solar and wind power, are being promoted as alternatives to fossil fuels. Afforestation and reforestation initiatives are also helping to absorb carbon dioxide and restore ecosystems.

On an individual level, small actions can collectively make a big difference. Reducing energy consumption, minimizing waste, and using public transportation are simple steps that can lower carbon footprints. Schools and organizations are increasingly educating people about the importance of sustainable practices, encouraging communities to adopt eco-friendly habits.

While the challenge is immense, there is hope. Advances in technology are providing innovative solutions, such as carbon capture and storage, which remove carbon dioxide from the atmosphere. Scientists are also developing drought-resistant crops and other technologies to mitigate the impacts of global warming.

The fight against global warming requires collective action. Governments, businesses, and individuals must work together to create a sustainable future. By taking action now, we can slow down the effects of global warming and protect the planet for future generations. The task may be daunting, but the cost of inaction is far greater.

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Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) accumulation (line 5)
- (a) reduction
- (b) collection
- (c) removal
- (d) separation

(ii) mitigate (line 61)
- (a) worsen
- (b) reduce
- (c) maintain
- (d) highlight

(b) Which word in the passage is the opposite of 'increase'? [1]
- (i) amplify
- (ii) reduce
- (iii) enlarge
- (iv) strengthen

(c) Answer the following questions briefly in your own words:
- (i) What is global warming, and what causes it? [2]
- (ii) How does global warming impact coastal areas? [2]
- (iii) Why are farmers in developing countries more vulnerable to global warming? [2]
- (iv) What are some steps individuals can take to combat global warming? [1]
- (v) How is technology helping in the fight against global warming? [2]

(d) Summarise the causes, effects and solutions to global warming as discussed in the passage in about50 words. [8]

Ans :

(a) (i) (b) collection
"Accumulation" refers to the process of gathering or collecting something over time. In the passage, it describes how greenhouse gases collect in the atmosphere.

(ii) (b) reduce
"Mitigate" means to lessen or reduce the severity of something. In the passage, it refers to reducing the effects of global warming.

(b) (ii) reduce
"Increase" means to make something larger

or more significant, whereas "reduce" means to make something smaller or decrease its impact.

(c) (i) Global warming is the gradual rise in Earth's temperature due to greenhouse gases trapping heat in the atmosphere.
(ii) Global warming causes polar ice to melt, raising sea levels and increasing the risk of flooding in coastal and low-lying regions.
(iii) Farmers in developing countries are vulnerable because traditional methods cannot adapt to changing weather and increased pests.
(iv) Individuals can reduce energy use, minimize waste, and use public transport to lower carbon footprints.
(v) Technology helps through carbon capture, renewable energy, and innovations like drought-resistant crops to mitigate global warming.

(d) Global warming is caused by greenhouse gases from fossil fuels and deforestation. It leads to rising sea levels, extreme weather, and food insecurity. Solutions include reducing emissions, promoting renewable energy, afforestation and technological advancements. Collective efforts from governments, businesses and individuals are essential to combat its effects and secure a sustainable future for the planet.

22. Read the following passage carefully and answer the questions that follow:

It was a bright summer morning, and seven-year-old Maya was exploring her grandmother's attic. The space was filled with dusty old trunks, stacks of books, and forgotten trin intimidate kets. Maya loved the attic because it felt like stepping into a treasure chest of stories. As she opened a wooden chest in the corner, she discovered an old diary wrapped in a silk scarf.

The diary belonged to her great-grandmother, Asha. Maya had often heard tales of Asha's bravery during India's struggle for independence, but reading her words felt different. Flipping through the pages, Maya was drawn into the past. One entry described a day when Asha had joined a peaceful protest in her village. "We marched through the streets, singing songs of freedom," the entry read. "The British soldiers tried to intimidate us, but we stood firm, knowing our cause was just."

Maya continued reading, fascinated by stories of secret meetings, coded messages, and the sacrifices made by ordinary people for the greater good. Asha had written about stitching Indian flags in the dead of night and distributing them to inspire her fellow villagers. "Even in the darkest times," one entry read, "hope lit our way like the faint glow of a firefly."

One entry stood out to Maya. It described an encounter between Asha and a British officer. The officer had confiscated a stack of leaflets Asha was carrying and demanded to know who had printed them. Asha, calm but defiant, refused to give any names. "I was not afraid," she wrote. "I knew that fear would only feed their power. We had to be brave to win our freedom."

As Maya turned the pages, she found a pressed marigold tucked inside the diary. Below it, Asha had written, "This flower reminds me of resilience. It grows in the harshest of conditions, yet it blooms brightly. It is a symbol of our fight." Maya ran her fingers over the dried petals, feeling a connection to her great-grandmother she had never experienced before.

The last entry was dated August 15, 1947. Asha described the euphoria of Independence Day, how the entire village had gathered around a makeshift flagpole to raise the tricolor for the first time. "We were free," she wrote. "Our hearts soared with pride, and tears filled our eyes. But freedom is not the end; it is a beginning."

Maya closed the diary, her mind brimming with questions and admiration. Her grandmother found her sitting by the attic window, the diary clutched to her chest. "Did Asha really do all this?" Maya asked. Her grandmother nodded, smiling. "She was an ordinary woman who did extraordinary things. And now, her story belongs to you."

As Maya left the attic that day, she felt a spark of inspiration. Her great-grandmother's diary was more than a relic; it was a reminder of courage, resilience, and the power of standing up for what is right.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) intimidate (line 4)
(a) threaten
(b) encourage
(c) inspire
(d) assist

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(ii) resilience (line 39)
(a) fragility
(b) determination
(c) hesitation
(d) despair

(b) Which word in the passage is the opposite of 'confiscated'? [1]
(i) seized
(ii) returned
(iii) withheld
(iv) hidden

(c) Answer the following questions briefly in your own words:
(i) Why did Maya love exploring her grandmother's attic? [2]
(ii) How did Asha show courage during her encounter with the British officer? [2]
(iii) What did the marigold symbolize for Asha? [2]
(iv) How did the villagers celebrate Independence Day in Asha's diary? [1]
(v) Why did Maya feel inspired after reading her great-grandmother's diary? [2]

(d) Summarise the values Maya learned from her great-grandmother's diary, as described in the passage, in about 50 words. [8]

Ans :

(a) (i) (a) threaten
"Intimidate" means to make someone feel afraid or nervous, usually to force them into doing something. In the passage, the British soldiers tried to intimidate Asha and the protesters, meaning they attempted to threaten or scare them into submission.

(ii) (b) determination
"Resilience" refers to the ability to recover from difficulties or endure hardships with strength. In the passage, Asha compares resilience to a marigold, which survives and blooms despite harsh conditions. The correct meaning here is determination.

(b) (ii) returned
"Confiscated" means to take away something by authority, often permanently. The opposite of this would be to give something back, which is best represented by "returned".

(c) (i) Maya loved exploring the attic because it felt like a treasure chest filled with old books, trinkets, and stories.
(ii) Asha showed courage by refusing to reveal the names of her associates, standing firm in the face of intimidation.
(iii) For Asha, the marigold symbolized resilience, growing brightly even in harsh conditions, much like their fight for freedom.
(iv) The villagers celebrated Independence Day by raising the tricolor and gathering with pride and joy.
(v) Maya felt inspired by Asha's bravery, resilience, and dedication to a cause larger than herself, which ignited a spark of admiration and purpose.

(d) Maya learned the values of courage, resilience, and standing up for justice from her great-grandmother's diary. Asha's unwavering bravery and dedication during India's freedom struggle taught Maya the importance of hope and determination in overcoming challenges and inspired her to value these qualities in her own life.

23. Read the following passage carefully and answer the questions that follow:
Last Saturday, the quiet streets of Willowtown were buzzing with excitement as the annual community market opened in the town square. This event had been a tradition for over two decades, bringing together locals to showcase their creativity, produce, and crafts. People of all ages participated, turning the market into a vibrant celebration of community spirit.

Mira, a 14-year-old student, was one of the youngest participants. She had spent weeks preparing handmade candles for her stall, hoping to raise money for the local animal shelter. Her candles, crafted with natural wax and scented with lavender, rosemary, and vanilla, were both beautiful and eco-friendly. "I wanted to do something meaningful," Mira explained. "The animal shelter has always been close to my heart."

The market was divided into sections. One area featured local farmers selling fresh fruits and vegetables, another showcased handmade jewelry and pottery, while another displayed baked goods and homemade jams. The aroma of freshly baked bread and cinnamon pastries filled the air, mingling with the sound of laughter and live music performed by a local band.

Mira's stall quickly became popular. People were drawn to the soft glow of her candles and the heartfelt cause behind them. A woman bought ten candles, praising Mira's initiative. "It's not

just about the candles," she said. "It's about the thoughtfulness and effort behind them." By the end of the day, Mira had sold out her entire stock and raised a significant amount for the shelter.

The market was not only about selling goods; it was also an opportunity to strengthen community ties. Neighbors who rarely met exchanged stories, and children played games organized by volunteers. A group of senior citizens hosted a small tea corner, sharing tales from the town's history with anyone willing to listen. The mayor of Willowtown, who visited every year, called the event "a cornerstone of our community."

Mira visited the animal shelter the following day, handing over the money she had raised. The shelter staff were overwhelmed by her generosity. "Every contribution matters," said the manager. "Thanks to people like Mira, we can provide better care for the animals here." Mira also spent time with the animals, playing with the puppies and feeding the rabbits.

The event left Mira with a sense of fulfillment. It wasn't just the success of her stall that made her happy-it was the feeling of being part of something larger, something that brought people together for a shared purpose. As she walked home, she reflected on how a small act of kindness could ripple through a community, creating a wave of positivity.

The annual market ended with a promise: to return next year, bigger and better. For Mira, it marked the beginning of her journey to make a difference, not just in Willowtown but wherever life might take her.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]
   (i) buzzing (line 2)
      (a) silent
      (b) active
      (c) angry
      (d) thoughtful
   (ii) generosity (line 45)
      (a) kindness
      (b) greed
      (c) ambition
      (d) indifference

(b) Which word in the passage is the opposite of 'fulfillment'? [1]
   (i) dissatisfaction
   (ii) happiness
   (iii) gratitude
   (iv) enjoyment

(c) Answer the following questions briefly in your own words:
   (i) What inspired Mira to participate in the community market? [2]
   (ii) What made Mira's stall popular among visitors? [2]
   (iii) How did the market strengthen the bonds within the community? [2]
   (iv) What did Mira do with the money she raised? [1]
   (v) What lesson did Mira learn from the community market experience? [2]

(d) Summarise how the annual community market contributed to the town's spirit and Mira's personal growth in about 50 words. [8]

Ans :

(a) (i) (b) active
"Buzzing" means full of activity, excitement, and energy. In the passage, Willowtown's streets were buzzing with excitement, meaning they were lively and active due to the community market.

(ii) (a) kindness
"Generosity" refers to the quality of being kind, selfless, and willing to give to others. In the passage, the shelter staff appreciated Mira's generosity for donating her earnings.

(b) (i) dissatisfaction
"Fulfillment" means a sense of achievement and contentment, while "dissatisfaction" is the opposite—feeling unfulfilled, unhappy, or incomplete.

(c) (i) Mira was inspired by her desire to raise money for the local animal shelter and her love for crafting candles.
(ii) Mira's stall stood out for its eco-friendly candles and the meaningful cause of supporting the animal shelter.
(iii) The market strengthened community bonds by fostering social interaction, shared stories, and collective celebrations.
(iv) Mira donated the money she raised to the local animal shelter.
(v) Mira learned that small acts of kindness could create a ripple effect, inspiring positivity and strengthening her sense of purpose.

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(d) The annual community market brought the town together through shared creativity and celebrations. For Mira, it was a platform to support a cause she cared about while connecting with others. Her success at the market taught her the power of small efforts in making a difference and deepened her commitment to community service.

24. Read the following passage carefully and answer the questions that follow:

Riya sat at the corner of the school library, flipping through an old geography textbook. The assignment was to write about an environmental issue and suggest solutions. While looking for ideas, Riya stumbled upon a chapter about coral reefs. Fascinated, she dived deeper into the topic, unaware that it would spark a passion for marine conservation.

Coral reefs, often referred to as the "rainforests of the sea," are among the most diverse ecosystems on Earth. They support thousands of species of fish, plants, and marine animals. Coral reefs are not just beautiful; they play an essential role in protecting coastlines from storms and erosion. Additionally, they provide livelihoods to millions of people who rely on fishing and tourism.

However, coral reefs face significant threats. Climate change, pollution, and overfishing are causing widespread coral bleaching, a phenomenon where corals lose their vibrant colors and die. Rising sea temperatures due to global warming stress the corals, while pollution from agricultural runoff and plastic waste contaminates the water. Overfishing disrupts the delicate balance of marine ecosystems, further endangering reefs.

As Riya read more, she came across a section on coral restoration. Scientists and conservationists are working tirelessly to restore damaged reefs. Methods like coral gardening involve growing healthy coral fragments in nurseries and transplanting them onto damaged reefs. Marine protected areas have also been established to safeguard reefs from overfishing and harmful human activities.

Inspired by her research, Riya decided to focus her assignment on coral reef conservation. She wrote about how individuals could contribute by reducing plastic use, supporting sustainable tourism, and spreading awareness about the importance of reefs. She learned that something as simple as using reef-safe sunscreen while swimming in the ocean could prevent harmful chemicals from affecting marine life.

Her teacher was impressed by the depth of Riya's research and encouraged her to share her findings with the class. Standing in front of her classmates, Riya spoke passionately about the beauty and fragility of coral reefs. She emphasized how small changes in daily habits could collectively make a big difference.

After her presentation, Riya was approached by a group of students who wanted to join her in raising awareness about marine conservation. Together, they started a "Save the Reefs" club, organizing activities like beach cleanups and fundraisers for coral restoration projects. The club also invited a marine biologist to speak at school, who shared fascinating insights about underwater ecosystems.

Riya's journey didn't stop there. She began writing articles for the local newspaper, sharing tips on protecting marine life and encouraging the community to act. Her efforts caught the attention of a nearby marine conservation organization, which invited her to participate in a coral restoration workshop. There, she learned to transplant coral fragments and saw firsthand the difference restoration projects could make.

The experience left a lasting impact on Riya. She realized that even young people could play a vital role in addressing environmental challenges. Her passion for coral reefs turned into a mission to protect marine ecosystems, and she inspired others to join her cause.

Questions

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) diverse (line 10)
- (a) limited
- (b) varied
- (c) unique
- (d) small

(ii) fragility (line 48)
- (a) strength
- (b) weakness
- (c) resilience
- (d) durability

(b) Which word in the passage is the opposite of 'restore'? [1]

(i) rebuild
(ii) repair
(iii) damage
(iv) improve

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highlighted the importance of preserving the past and how curiosity can lead to meaningful achievements.

26. Read the following passage carefully and answer the questions that follow:

Sports have always been an integral part of human culture, serving as a source of entertainment, competition and physical fitness. From ancient civilizations, where games like wrestling and archery were popular, to modern international events like the Olympics, sports have evolved significantly over the centuries. They are not just a pastime but also a reflection of societal values, discipline, and unity.

In ancient Greece, the Olympic Games were held every four years in honor of Zeus. These events brought together athletes from various city-states to compete in activities such as running, discus throwing, and chariot racing. Participation in the games was considered a matter of great pride, and winners were celebrated as heroes. Similarly, in ancient India, games like kabaddi, kho-kho, and archery were an essential part of life, showcasing teamwork, strategy, and endurance.

As time progressed, sports became more structured. The 19th century witnessed the rise of organized sports with standardized rules. Cricket, football, and tennis became immensely popular, especially in European countries. Colonization played a significant role in spreading these sports to other parts of the world, making them global phenomena. Today, sports like cricket are as beloved in India and Australia as they are in England.

The modern era of sports has brought with it technological advancements that have revolutionized the way games are played and viewed. High-definition broadcasting, instant replays, and wearable fitness trackers have enhanced both the experience for fans and performance for athletes. In addition, data analytics are now being used to improve strategies, prevent injuries, and evaluate player performance.

Despite its benefits, the world of sports is not without challenges. Issues like doping, match-fixing, and unequal pay have raised concerns about fairness and integrity. Women athletes, in particular, often face discrimination and receive fewer opportunities compared to their male counterparts. However, movements advocating for equality in sports have gained momentum in recent years, leading to better recognition and support for women's sports.

Sports also play a vital role in promoting health and well-being. Regular physical activity reduces the risk of chronic illnesses such as obesity, diabetes, and heart disease. Schools and communities are encouraged to invest in sports facilities and programs to nurture young talent and promote an active lifestyle.

Furthermore, sports have the power to unite people across borders. Events like the FIFA World Cup and the Olympics bring together nations, fostering a spirit of friendship and cultural exchange. Sports diplomacy has been used to ease tensions between countries, proving that competition on the field can translate into cooperation off it.

As we move forward, the role of sports in society is expected to grow even further. With increasing awareness about fitness and mental health, sports are likely to remain a key element of human life. Whether as a profession, a hobby, or a way to stay healthy, sports continue to inspire and empower people worldwide.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) integral (line 1)
- (a) optional
- (b) essential
- (c) partial
- (d) temporary

(ii) advocating (line 45)
- (a) opposing
- (b) promoting
- (c) neglecting
- (d) observing

(b) Which word in the passage is the opposite of 'structured'? [1]

(i) chaotic
(ii) organized
(iii) defined
(iv) established

(c) Answer the following questions briefly in your own words:

(i) How were sports viewed in ancient Greece and India? [2]

(ii) How did the 19th century change the nature of sports? [2]

(iii) What are some challenges faced by the world of sports today? [2]

(iv) How do sports benefit health and well-being? [1]

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Anika decided to write a school project on the topic, focusing on the unanswered questions surrounding the Indus script and the civilization's decline. Her teacher was impressed by her research and encouraged her to share her work in an inter-school competition. Anika's project, titled "The Mysteries of the Indus Valley," won first prize and sparked interest among her peers.

As part of her research, Anika also visited a nearby archaeological site where some Indus-style artifacts had been discovered. Watching archaeologists at work, carefully unearthing pieces of history, gave her a newfound appreciation for their efforts. She realized how much patience and dedication it took to uncover fragments of the past and piece them together.

Anika's fascination didn't end there. She began volunteering at the museum, assisting with tours and helping children understand the importance of preserving history. Her passion inspired many of her friends to visit the museum and learn about ancient civilizations. For Anika, history was no longer just a subject; it was a journey of discovery.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]
   (i) intricate (line 6)
      (a) simple
      (b) detailed
      (c) rough
      (d) plain
   (ii) puzzled (line 34)
      (a) confused
      (b) excited
      (c) frightened
      (d) satisfied

(b) Which word in the passage is the opposite of 'advanced'? [1]
   (i) primitive
   (ii) modern
   (iii) developed
   (iv) superior

(c) Answer the following questions briefly in your own words:
   (i) What fascinated Anika about the Indus Valley Civilization? [2]
   (ii) Why is the Indus script considered a historical mystery? [2]
   (iii) What were some features of the Indus Valley cities? [2]
   (iv) What did Anika learn from visiting the archaeological site? [1]
   (v) How did Anika inspire others through her passion for history? [2]

(d) Summarise how Anika's interest in the Indus Valley Civilization grew and what she achieved through her exploration, in about 50 words. [8]

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Ans :

(a) (i) (b) detailed
"Intricate" means having many small parts arranged in a complex way. In the passage, the artifacts from the Indus Valley Civilization, such as jewelry and pottery, are described as intricate, meaning they had fine, detailed craftsmanship.

(ii) (a) confused
"Puzzled" means feeling confused or unsure about something. In the passage, historians are puzzled by the sudden decline of the Indus Valley Civilization, meaning they are uncertain and confused about the reasons behind its disappearance.

(b) (i) primitive
"Advanced" means highly developed or modern, whereas "primitive" means early, undeveloped, or lacking progress. The Indus Valley Civilization was an advanced society, but its opposite would be a civilization that is less developed or outdated.

(c) (i) Anika was fascinated by the intricate artifacts, advanced urban planning, and the mysterious Indus script.
   (ii) The Indus script is a mystery because it has not been deciphered, despite years of research by historians and linguists.
   (iii) Indus Valley cities featured well-planned streets, drainage systems, and public baths, showcasing their organized society.
   (iv) Anika learned about the patience and dedication required to uncover and preserve fragments of history.
   (v) Anika inspired others by volunteering at the museum, helping children appreciate history, and sparking interest through her project and passion.

(d) Anika's fascination with the Indus Valley Civilization led her to extensive research, winning competitions and inspiring peers. She explored the civilization's mysteries, volunteered at the museum, and encouraged others to appreciate history. Her journey

a small idea could spark big changes. The park remained a testament to the power of community and the importance of preserving green spaces in an ever-growing city.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]
   (i) neglected (line 7)
      (a) maintained
      (b) ignored
      (c) destroyed
      (d) visited
   (ii) initiative (line 46)
      (a) laziness
      (b) indifference
      (c) action
      (d) hesitation

(b) Which word in the passage is the opposite of 'vibrant'? [1]
   (i) dull
   (ii) active
   (iii) lively
   (iv) bright

(c) Answer the following questions briefly in your own words:
   (i) Why did Rohan decide to restore the park? [2]
   (ii) How did the community come together to clean the park? [2]
   (iii) What new features were added to the park during the restoration? [2]
   (iv) What did the mayor do after visiting the park? [1]
   (v) What lessons did Rohan learn from this project? [2]

(d) Summarise how Rohan's initiative transformed the park and its impact on the community in about 50 words. [8]

Ans :

(a) (i) (b) ignored
The word "neglected" means something that has been ignored, not taken care of, or left in poor condition due to lack of attention. In the passage, the park had become neglected as weeds grew, benches broke, and trash piled up, showing that it was ignored rather than maintained (a), destroyed (c), or visited (d).

(ii) (c) action
"Initiative" refers to the ability to take action, start something new, or lead an effort toward improvement. In the passage, the mayor was impressed by the initiative taken by Rohan and the community, meaning their action to restore the park.

(b) (i) dull
"Vibrant" means full of energy, life, and brightness. The opposite of vibrant is "dull," which means lacking energy, brightness, or liveliness.

(c) (i) Rohan decided to restore the park because he remembered the joy it brought him as a child and was saddened by its neglected state.
   (ii) The community gathered as volunteers, cleaned the park, painted fences, planted flowers, and received support from businesses and the municipality.
   (iii) New features like a vegetable garden, a children's play area, a walking path, and a weekend farmer's market were added.
   (iv) The mayor initiated similar projects across the city and allocated funds to maintain community spaces.
   (v) Rohan learned about teamwork, leadership, and how collective efforts could bring positive change.

(d) Rohan's initiative transformed the neglected park into a vibrant space with new features like a play area and a garden. The community's collective efforts created a hub of activity, fostering unity and inspiring citywide projects. The restored park became a symbol of teamwork and the importance of preserving green spaces in urban areas.

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(v) In what way do sports promote unity among nations? [2]

(d) Summarise the role of sports in human society as discussed in the passage in about 50 words. [8]

Ans :

(a) (i) (b) essential
The word "integral" means something that is necessary or fundamental. In the passage, sports are described as an integral part of human culture, meaning they are essential to society.

(ii) (b) promoting
"Advocating" means publicly supporting or recommending a cause. In the passage, movements advocating for equality in sports are pushing for fair treatment of female athletes.

(b) (i) chaotic
"Structured" means organized, well-arranged, or having a definite system. The opposite of this is "chaotic," which means disorganized or lacking order.

(c) (i) In ancient Greece, sports were a matter of pride and religious significance, while in India, they emphasized teamwork, endurance, and strategy.
(ii) The 19th century introduced organized sports with standardized rules, making them more global through colonization.
(iii) Challenges include doping, match-fixing, unequal pay, and discrimination against women athletes.
(iv) Sports reduce chronic illness risks and promote physical fitness.
(v) Events like the FIFA World Cup foster cultural exchange, unity, and diplomacy among nations.

(d) Sports are integral to society, promoting physical health, unity, and cultural exchange. They reflect societal values, inspire teamwork, and empower individuals. Despite challenges like discrimination and doping, sports remain a source of entertainment and personal growth. As a unifying force, they foster global friendships and contribute to mental and physical well-being.

21. Read the following passage carefully and answer the questions that follow:
Once upon a time, in the small village of Elmswood, there lived a young girl named Clara who loved to explore the forest that surrounded her home. The villagers often warned her about the forest, saying it was full of magic and mystery, but Clara was not afraid. She believed that magic was not something to fear but something to understand.

One bright morning, as Clara wandered deeper into the woods than ever before, she stumbled upon a peculiar sight-a tall oak tree with a door carved into its trunk. Curiosity got the better of her, and she gently knocked on the door. To her surprise, it creaked open, revealing a spiral staircase that led downward.

With a sense of wonder, Clara descended the stairs, finding herself in a beautiful underground chamber filled with glowing crystals and shimmering light. At the center of the chamber stood a tiny, elderly woman with sparkling eyes and a warm smile. "Welcome, Clara," the woman said, her voice as soft as the rustle of leaves.

"How do you know my name?" Clara asked, astonished.

"I am the Keeper of the Forest," the woman replied. "I know the heart of every creature who enters these woods, and yours is pure and curious."

The Keeper explained that she protected the forest and its magical creatures, but trouble had come to Elmswood. A greedy merchant had begun cutting down the trees to make space for his grand mansion. "The balance of the forest is at risk," the Keeper said. "If the trees fall, the magic will fade, and the village will lose its charm."

Moved by the Keeper's words, Clara promised to help. The Keeper handed her a golden acorn and said, "This acorn holds the power to restore balance, but only if planted with love and sincerity." Clara took the acorn and returned to the village, determined to stop the merchant.

Clara spoke to the villagers, sharing the Keeper's warning. At first, they were hesitant, but when they saw Clara's conviction, they agreed to help. Together, they confronted the merchant, urging him to stop destroying the forest. When he refused, Clara led the villagers in planting the golden acorn at the edge of the woods.

As the acorn touched the soil, a brilliant light spread through the forest. Trees that had been cut down began to regrow, and the merchant's tools turned to dust. The forest seemed to hum with life once more, and the villagers cheered.

Humbled by the magic he had witnessed, the merchant apologized and vowed to protect the forest. Clara and the villagers agreed to forgive

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him, and the Keeper of the Forest appeared, thanking Clara for her bravery and kindness.

From that day on, the forest flourished, and the village thrived. Clara became a storyteller, sharing the tale of the golden acorn with children and teaching them to respect nature. The magic of Elmswood lived on, a reminder that even the smallest acts of courage and kindness can create great change.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]
   (i) peculiar (line 10)
      (a) ordinary
      (b) strange
      (c) usual
      (d) boring
   (ii) conviction (line 43)
      (a) hesitation
      (b) doubt
      (c) strong belief
      (d) fear

(b) Which word in the passage is the opposite of 'destroying'? [1]
   (i) building
   (ii) cutting
   (iii) saving
   (iv) restoring

(c) Answer the following questions briefly in your own words:
   (i) What did Clara discover in the forest, and what did it lead to? [2]
   (ii) Why was the Keeper of the Forest worried? [2]
   (iii) What was special about the golden acorn? [2]
   (iv) How did the villagers react to Clara's efforts? [1]
   (v) What happened after the golden acorn was planted? [2]

(d) Summarise how Clara saved the forest and brought peace to the village in about 50 words. [8]

Ans :

(a) (i) (b) strange
The word "peculiar" means unusual or strange. In the passage, Clara finds a peculiar sight—a tall oak tree with a door carved into its trunk.

(ii) (c) strong belief
"Conviction" refers to a firm or strong belief. In the passage, Clara's conviction convinced the villagers to help save the forest.

(b) (iv) restoring
"Destroying" means causing damage or ruining something, while "restoring" means bringing something back to its original state or improving it. The passage describes how Clara restored the forest.

(c) (i) Clara discovered a magical door in a tree that led her to the Keeper of the Forest and a mission to save the woods.
   (ii) The Keeper was worried because a merchant was cutting down trees, threatening the forest's balance and magic.
   (iii) The golden acorn had the power to restore the forest's balance if planted with love and sincerity.
   (iv) The villagers initially hesitated but eventually supported Clara and helped protect the forest.
   (v) After planting the golden acorn, the forest was restored, the merchant repented, and the magic returned to Elmswood.

(d) Clara saved the forest by planting a magical golden acorn with the villagers' help. The act restored balance, regrew trees, and turned the merchant into a protector of nature. Her courage and kindness brought peace to Elmswood, ensuring the forest's magic and the village's prosperity for generations.

28. Read the following passage carefully and answer the questions that follow:

Long ago, in a small village nestled at the foot of a hill, there lived a kind and hardworking potter named Ravi. He was known for his beautiful clay pots, which were sturdy and decorated with intricate designs. Despite his skill, Ravi struggled to make ends meet. The land was dry, and water was scarce, making it difficult for the villagers to farm or trade. Ravi often wished for a way to improve not just his life but the lives of everyone in the village.

One day, while searching for clay near the riverbed, Ravi noticed something unusual. A shimmering blue light glowed faintly from under a pile of rocks. Curious, he moved the rocks aside and found an old, dusty pot. It looked ordinary at first, but when Ravi cleaned it, the pot sparkled like a gem, revealing its enchanting nature.

As Ravi admired the pot, a gentle voice spoke, "Thank you for freeing me." Startled, Ravi looked around but saw no one. The voice continued, "I am the spirit of this enchanted pot. I have been trapped for centuries. Because of your kindness, I will grant you three wishes."

Ravi was amazed but cautious. He thought carefully before speaking. "For my first wish, I want water for my village so that no one goes thirsty again." The pot glowed brightly, and suddenly, a clear spring bubbled up from the dry ground near the village. The villagers rejoiced as fresh water flowed into their fields and homes. Ravi felt a sense of joy seeing the smiles on their faces.

"For my second wish," Ravi said, "I want the people of my village to prosper and live happily." The pot glowed again, and soon the barren fields turned green, the villagers' crops flourished, and their trade began to thrive. The village, which had once been desolate, was now bustling with activity.

While the villagers celebrated their newfound fortune, Ravi pondered over his final wish. He remembered the gentle voice of the pot's spirit and felt gratitude for the changes it had brought to his village. "For my third wish," Ravi said, "I want you to be free and rest in peace."

The pot glowed one last time, and the spirit's voice spoke, filled with emotion. "Your selflessness has touched my heart, Ravi. Because of your noble wish, this village will always flourish. May kindness and generosity guide your people forever."

With those words, the pot dissolved into a fine mist and disappeared. Ravi returned to the village, where he was greeted as a hero. The villagers celebrated the newfound prosperity and praised Ravi's wisdom and generosity.

Years passed, and the village thrived, becoming a center of trade and culture. Ravi continued making his beautiful pots, now a symbol of the prosperity and unity of the village. His story was told for generations, reminding people of the power of kindness, wisdom, and selflessness in creating lasting change.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) scarce (line 7)
- (a) abundant
- (b) limited
- (c) sufficient
- (d) fresh

(ii) selflessness (line 47)
- (a) greed
- (b) kindness
- (c) generosity
- (d) humility

(b) Which word in the passage is the opposite of 'barren'? [1]
- (i) fertile
- (ii) dry
- (iii) empty
- (iv) dull

(c) Answer the following questions briefly in your own words:
- (i) What did Ravi discover near the riverbed? [2]
- (ii) How did Ravi use his first two wishes? [2]
- (iii) Why did Ravi wish for the pot's spirit to be free? [2]
- (iv) What changes occurred in the village after Ravi's wishes? [1]
- (v) What lesson does the story teach? [2]

(d) Summarise how Ravi's kindness and wisdom transformed his village, as described in the passage, in about 50 words. [8]

Ans :

(a) (i) (b) limited
The word "scarce" means in short supply or not enough. In the passage, it refers to water being difficult to find in the village.

(ii) (c) generosity
"Selflessness" means thinking about others before oneself. Ravi's final wish was to free the spirit, showing his generosity and concern for others over his personal gain.

(b) (i) fertile
"Barren" means infertile, unable to produce crops or life. The opposite of barren is "fertile", which means rich, productive, or able to grow crops.

(c) (i) Ravi discovered an old, dusty pot with an enchanted spirit that offered him three wishes.

(ii) Ravi used his first wish to bring water to the village and his second wish to ensure the villagers' prosperity and happiness.

(iii) Ravi wished for the pot's spirit to be free out of gratitude and his selfless nature.

(iv) The village gained water, flourishing crops, and prosperity, becoming a thriving and united community.

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(v) The story teaches the importance of kindness, selflessness, and how noble actions can bring lasting positive change.

(d) Ravi's kindness and wisdom transformed his village by using the enchanted pot's wishes to bring water and prosperity. His selflessness in freeing the pot's spirit ensured the village's long-term success. The story became a legacy, teaching future generations the value of compassion, generosity, and the power of thoughtful decisions.

29. Read the following passage carefully and answer the questions that follow:

In the heart of a dense forest, there was a small kingdom called Panchvati. The kingdom was unlike any other, for its people lived in harmony with nature. They believed that the forest was sacred and that their prosperity depended on protecting it. At the center of the forest stood the Tree of Life, an enormous banyan tree said to possess magical powers. It was believed that as long as the tree stood tall, Panchvati would flourish.

One day, a merchant named Darsh arrived in Panchvati. He was wealthy but greedy and cared little for nature. He convinced the villagers that cutting down some trees to expand their farmland would bring more wealth. Despite their reluctance, the villagers agreed, tempted by his promises. Darsh, however, had his eyes on the Tree of Life, for he had heard tales of its magical powers and believed it would bring him eternal riches.

That night, Darsh and his men sneaked into the forest with axes and ropes, determined to cut down the Tree of Life. As they began chopping, the ground beneath them trembled, and a strong wind howled through the forest. Startled, the men hesitated, but Darsh urged them on, blinded by his greed.

Suddenly, a glowing figure appeared near the tree. It was Vanini, the spirit of the forest. Her voice was calm but firm as she spoke, "Darsh, your greed is destroying the balance of nature. If you harm the Tree of Life, you will bring ruin to Panchvati and yourself."

Darsh laughed mockingly and raised his axe again. But as the blade struck the tree, it recoiled with a loud clang, throwing him backward. The villagers, awakened by the commotion, rushed to the forest and saw the damage Darsh had caused. Vanini turned to them and said, "The forest has protected you for generations, but now it needs your protection. If the Tree of Life is harmed, the kingdom will wither."

The villagers realized their mistake and pleaded for forgiveness. Vanini told them that they could restore the balance if they pledged to protect the forest forever. The villagers gathered around the Tree of Life and planted new saplings as a symbol of their promise. The ground slowly stopped trembling, and the forest regained its calm.

Darsh, humbled by the events, begged for another chance. Vanini warned him, "Greed blinds, but redemption is possible through selflessness." Darsh dedicated the rest of his life to replanting trees and teaching others about the importance of preserving nature.

From that day, Panchvati thrived as never before. The villagers lived in peace, and the forest flourished. The story of the Tree of Life was passed down for generations, reminding people of the power of harmony and the dangers of greed.

Questions :

(a) For each word given below, choose the correct meaning (as used in the passage) from the options provided: [2]

(i) sacred (line 5)
- (a) holy
- (b) common
- (c) ordinary
- (d) impure

(ii) redemption (line 52)
- (a) punishment
- (b) forgiveness
- (c) success
- (d) regret

(b) Which word in the passage is the opposite of 'harmony'? [1]

(i) unity
(ii) chaos
(iii) peace
(iv) order

(c) Answer the following questions briefly in your own words:

(i) What was the belief about the Tree of Life in Panchvati? [2]
(ii) What did Darsh plan to do, and why? [2]
(iii) How did Vanini stop Darsh from harming the tree? [2]
(iv) What did the villagers do to restore the balance of nature? [1]
(v) What lesson did Darsh learn from his experience? [2]

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(d) Summarise how the villagers and Darsh protected the forest and restored harmony, as described in the passage, in about 50 words. [8]

Ans :

(a) (i) (a) holy
The word "sacred" means something that is considered holy or divine. In the passage, the villagers believed the forest was sacred, meaning it was spiritually or culturally important.

(ii) (b) forgiveness
"Redemption" means the act of making up for a past mistake or wrongdoing. Darsh was given a chance for redemption, meaning he had the opportunity to correct his actions and be forgiven.

(b) (ii) chaos
"Harmony" means peace, balance, and order. The opposite of harmony is "chaos", which means disorder and conflict.

(c) (i) The Tree of Life was believed to possess magical powers that ensured the prosperity and balance of Panchvati.
(ii) Darsh planned to cut down the Tree of Life, hoping its magical powers would bring him eternal riches.
(iii) Vanini, the forest spirit, appeared and warned Darsh of the destruction his greed would cause, stopping him with her power.
(iv) The villagers planted new saplings and pledged to protect the forest forever.
(v) Darsh learned that greed leads to ruin, and he dedicated himself to preserving nature through selfless acts.

(d) The villagers restored harmony by planting saplings and pledging to protect the forest, while Darsh, humbled by his greed, worked to preserve nature. Together, they saved the Tree of Life and ensured Panchvati's prosperity, learning the importance of balance and selflessness in safeguarding their future.

30. Read the following passage carefully and answer the questions that follow:
In a bustling city, a small community park stood quietly in the middle of high-rise buildings and busy streets. For years, the park had been a place where children played, families gathered, and people of all ages found solace from their hectic lives. However, as the city expanded, the park became neglected. Weeds grew in every corner, benches broke, and trash piled up.

One day, 16-year-old Rohan walked through the park on his way home from school. Seeing its sorry state, he remembered the happy times he spent there as a child, playing on the swings and running in the grass. He felt a pang of sadness and decided to do something about it.

Rohan discussed the issue with his friends and family. Together, they decided to start a community project to restore the park. They created posters and shared messages on social media to gather volunteers. The response was overwhelming. Over the next few weekends, dozens of people-young and old-came together to clean the park.

With brooms, shovels, and trash bags, the volunteers worked tirelessly. Children painted the park's broken fences in bright colors, while adults planted flowers and trimmed overgrown bushes. Local businesses donated materials such as paint, plants, and tools, and even the municipality sent workers to help. Slowly but surely, the park transformed into a vibrant and welcoming space once again.

As the work continued, Rohan and his friends came up with the idea of installing new features in the park. They added a small vegetable garden, a play area for children, and a walking path for senior citizens. They even organized a weekend farmer's market where locals could sell homemade goods and produce.

The park soon became a lively hub of activity. Children laughed on the playground, adults chatted on the newly repaired benches, and elderly couples strolled along the walking path. The once-neglected space now brought people together and fostered a strong sense of community.

One day, the mayor visited the park to see the transformation. Impressed by the initiative, he announced that similar projects would be started in other parts of the city. He also promised to allocate funds to maintain community spaces like this one.

Rohan felt immense pride, not just because the park was restored but because it had become a symbol of what people could achieve when they worked together. The project taught him valuable lessons about teamwork, leadership, and the power of collective effort.

Years later, Rohan, now an urban planner, often visited the park. Watching children play and families relax there reminded him of how

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(c) Answer the following questions briefly in your own words:
(i) Why are coral reefs called the "rainforests of the sea"? [2]
(ii) What are the main threats to coral reefs mentioned in the passage? [2]
(iii) How do coral restoration projects help damaged reefs? [2]
(iv) What role did Riya play in raising awareness about coral reefs? [1]
(v) How can individuals contribute to protecting coral reefs? [2]

(d) Summarise Riya's journey from learning about coral reefs to actively participating in their conservation in about 50 words. [8]

Ans :

(a) (i) (b) varied
"Diverse" means containing a wide variety or range of different elements. In the passage, coral reefs are described as "among the most diverse ecosystems" because they support many different species.

(ii) (b) weakness
"Fragility" refers to something delicate or easily damaged. In the passage, coral reefs are described as fragile, meaning they are vulnerable to destruction due to environmental threats.

(b) (iii) damage
"Restore" means to bring something back to its original or better condition, while "damage" means to harm or deteriorate something, making it the correct opposite.

(c) (i) Coral reefs are called the "rainforests of the sea" because they support a diverse range of marine species and play a vital ecological role.
(ii) Coral reefs are threatened by climate change, pollution, overfishing, and coral bleaching caused by rising sea temperatures.
(iii) Coral restoration projects involve growing coral fragments in nurseries and transplanting them to damaged reefs to restore ecosystems.
(iv) Riya raised awareness through presentations, forming a club, organizing cleanups, and writing articles.
(v) Individuals can protect coral reefs by reducing plastic use, using reef-safe sunscreen, supporting sustainable tourism, and spreading awareness.

(d) Riya's fascination with coral reefs began with a school assignment, leading her to advocate for marine conservation. She raised awareness through presentations, started a club, organized activities, and participated in restoration workshops. Her journey exemplifies how small efforts can inspire collective action to protect fragile ecosystems and address global environmental challenges.

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25. Read the following passage carefully and answer the questions that follow:
Anika loved spending her weekends at the city museum. She was particularly fascinated by the section dedicated to ancient civilizations. Among the many exhibits, her favorite was the collection of artifacts from the Indus Valley Civilization. The intricate jewelry, pottery, and seals gave her a glimpse into a world that existed thousands of years ago.

One afternoon, while admiring a clay tablet with mysterious symbols, she noticed a museum guide leading a group of visitors. The guide explained that the symbols, known as Indus script, were yet to be deciphered. "This script remains one of the greatest mysteries of history," he said. "Despite years of research, no one has been able to decode its meaning."

Anika found this intriguing and decided to learn more about the Indus Valley Civilization. She read that it flourished around 2500 BCE in the northwestern regions of South Asia. The civilization was remarkable for its advanced urban planning. Cities like Harappa and Mohenjo-Daro had well-planned streets, drainage systems, and public baths, reflecting an organized society.

The more Anika learned, the more amazed she became. The people of the Indus Valley were skilled artisans who created beautiful sculptures, ornaments, and pottery. They were also exceptional traders, engaging in commerce with Mesopotamia and other distant regions. The seals they produced, often depicting animals and symbols, were likely used for trade and communication.

However, what puzzled historians was the sudden decline of this civilization. Some believed it was due to changes in the course of rivers, which disrupted agriculture and trade. Others suggested invasions or natural disasters like earthquakes. Despite these theories, the exact reason remains uncertain, adding to the mystery of the Indus Valley.

CHAPTER 6

VERB FORMS (TENSES)

INTRODUCTION

Tense is an important concept in English grammar that shows the time of an action or event through the form of a verb. It helps us understand whether something happens in the present, happened in the past, or will happen in the future. The three main divisions of time - Past, Present, and Future - are expressed in language through tenses. When we speak or write, it is essential to use the correct verb form to indicate the timing of an action. This ensures clarity in communication and makes our statements meaningful and accurate.

KINDS OF TENSES

There are three main tenses corresponding to the three main divisions of time viz. Present, Past and Future.

Present tense

The present tense indicates that the action is done at the present time; as,

The sun rises in the east.
I do not know him.

Past tense

The past tense indicates that the action took place in the past; as,

I went to Delhi last month.
Mohan opened the door for me.

Future tense

The future tense indicates that the action will take place in the future; as,

I shall go to Delhi tomorrow.

Each of these three tenses has subdivisions to show continuity or completeness of the action and the time. These subdivisions are :

1. Indefinite (Simple)
2. Continuous (imperfect)
3. Perfect
4. Perfect Continuous

Indefinite (Simple)

It denotes present, past or future time in its simplest form; as,

I write
I wrote
I shall write.

The action in present, past or future time is mentioned simply without anything being said about the completeness or incompleteness of the action.

Continuous (Imperfect)

It shows that the event (in present, past or future) is still continuing or not yet completed; as,

I am writing.
I was writing.
I shall be writing.

Perfect

It denotes that the event (in present, past or future) is in a completed or perfect state- present, past or future; as,

I have written.
I had written.
I shall have written.

Perfect Continuous

It combines the meanings of the two preceding forms, Perfect and Continuous; as,

I have been writing.
I had been writing.
I shall have been writing.

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It was night.
I was helpless that day.
He was absent from the class that day.

RULE 4

We use Simple Past or Present Perfect tense when adverbs of time, as - today, this morning, this month, this year, recently etc.are used; as,

I saw him today. (Past Indefinite)
I have seen him today. (Present Perfect)
I saw this movie this week. (Past Indefinite)
I have seen this movie this week. (Present Perfect)

RULE 5

We use Simple Past tense after - It is high time, It is about time, It is time etc.; as,

It is high time we left for the Railway Station.

RULE 6

Past Indefinite is used for the action which continues; as,

While the mother cooked, the children played.
While my wife cooked, I watched T.V.

RULE 7

Past Indefinite is used in sentences expressing Past habitual actions where - always, never, seldom, often, rarely, Used to/would, once a day/week/month, daily, every day/week/month/year etc. are used; as,

My father used to get up early in the morning.
Salim would wait for his beloved friend for hours.
My mother used to take care of me.

RULE 8

In conditional sentences, when **if clause** is used. It refers to present of future time; as,

If you worked hard you might pass the examination.
If he come on time, I would pay him his salary.

RULE 9

Simple past tense is used with supposition sentences beginning with - if, as if, as though, I wish, if only, we wish, He/She wishes etc.; as,

I wish I were the Prime Minister of India.
If I became the Mayor of Allahabad. I would solve all the Civic problems of the people.
He talks to me as if he were my boss.

RULE 10

When there are two clauses in a sentence i.e. two kinds of actions are going, on with the previous action Past Perfect tense is used and with the subsequent action Past Indefinite tense is used; as,

The bus had departed before we reached the bus station.
We reached the bus station after the bus had departed.

RULE 11

If some action is going on in Past time and in the mean time another action occurs, in such situation, we use Past Continuous tense for the action going on and Past Indefinite for the subsequent action; as,

I was having my lunch when Rustam came.
When I was reading a book, Paragi arrived.
While I was planting a sapling, an insect bit me.

AFFIRMATIVE SENTENCES

Pattern

- Subject + verb (IInd form) + O/A.

Example

He saw a lion in the forest.
She wrote him a letter yesterday.

NEGATIVE SENTENCES

Pattern

- Subject + did not + verb (Ist form)+ O/A.

Example

I did not meet him yesterday.
She did not complete her work in time.

INTERROGATIVE SENTENCES

Pattern

- Did + subject + verb (Ist form) + O/A?
- Q.W. + did + subject + verb (Ist form) + O/A?

Example

Did you see a boy on the way?
Why did you break the table?

PAST CONTINUOUS TENSE

RULE 1

Past Continuous tense expresses an action going on at some time in the past; as,

When she came into my room, I was studying.
He was looking ill yesterday.

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NEGATIVE SENTENCES

Pattern

- He/She/It/singular noun + does not + verb (Ist form) + ...
- I/We/You/They/plural noun + do not + verb (Ist form) + ...

Example

He does not read a book.
You do not play football.
Tanu does not tell a lie.
The boys do not go there.

INTERROGATIVE SENTENCES

Pattern

- Do + subject + verb (Ist form) + ... ?
- Does + subject + verb (Ist form) + ... ?
- Q.W. + do/does + subject + verb (Ist form) + ... ?

Example

Does he live in Ranchi?
Do you know Mohan?
Where does Geeta go daily?
Why do you come late?

INTERROGATIVE-NEGATIVE SENTENCE

Pattern

- Does + subject + not + verb (Ist form) + ...?
- Do + subject + not + verb (Ist form) + ...?

Example

Do you not read your book daily?
Does he not help the poor?
Do they not love their country?
Does Sohan not take bath daily?

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PRESENT CONTINUOUS TENSE

RULE 1

This tense is used to express an action going on at the time of speaking; as,

The boys are flying kites.
I am doing my work.
He is playing cricket.

RULE 2

This tense is used to express intention or likelihood. It refers to future time; as,

I am going to Lucknow tomorrow. (Intention)
Ramlal is going to die. (Likelihood)

RULE 3

This tense is also used for temporary action may not be actually happening at the time of speaking. It also some times expresses habit or custom; as,

He is attending college very regularly. (Habit)
I am reading William Shakespeare. (Temporary action)
I am studying English novels these days.
He is living in a rented house.
Is she still modelling for Hindustan Lever?

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RULE 4

This tense is used for fixed programme or plan of the nearest future; as,

We are leaving for Mumbai tonight.
Are you singing this evening.

AFFIRMATIVE SENTENCES

Pattern

- Subject + is/am/are + verb (Ist form) + ing + O/A.

Example

Tanu and Gaurav are playing football.
Mohan is reading a novel now.

NEGATIVE SENTENCES

Pattern

- Subject + is/am/are + not + verb (Ist form) + ing + O/A.

Example

She is not going to college today.
Children are not playing now.
I am not cooking food.

INTERROGATIVE SENTENCES

Pattern

- Is/am/are + subject + verb (Ist form) + ing + O/A.
- Q.W. + is/am/are + subject + verb (Ist form) + ing + O/A.

Example

Is he living in Delhi these days?
Are you going to see him today?
Where is your brother reading nowadays?
Why are the boys making a noise?

The present continuous tense is not normally used with the following verbs :

is usually an action in the simple future; as,

I will be sleeping when my sister arrives.

RULE 4

It is used to mention specific time as interruption; as,

At midnight tonight, we will still be driving through the desert.

AFFIRMATIVE SENTENCES

Pattern

- Subject + will be/shall be + verb (ing) + object.

Example

I shall be seeing him next week.

I shall be staying in this hotel tomorrow morning.

They will be travelling at this time.

The children will be doing their homework.

NEGATIVE SENTENCES

Pattern

- Subject + will/shall + not + be + verb (ing) + object.

Example

They will not be having food this time.

I shall not be doing my work that day.

The children will not be learning their lesson.

The boatman will not be rowing this boat.

INTERROGATIVE SENTENCES

Pattern

- Will/Shall + subject + be + verb (ing) + object?
- Q.W. + will/shall + subject + be + verb (ing) + object?

Example

Will you be coming here tomorrow?

Who will be doing your work that day?

How will you be doing this work?

Will he be preparing for his examination there?

INTERROGATIVE NEGATIVE SENTENCES

Pattern

- Will/Shall + subject + not + be + verb (ing) + object?
- Q.W. + will/shall + subject + not + be + verb (ing) + object?

Example

Will you not be playing ludo that time?

Shall we not be having our food there?

Why will they not be whitewashing the house today?

Why will he not be talking to me.

FUTURE PERFECT TENSE

RULE 1

It indicates an action which will be finished before a certain time in the future; as,

I shall have come back from office before you go out.

RULE 2

It is used to express the speaker's belief that something has taken place; as,

You will have heard of Ashoka's victory.

RULE 3

Sometimes it is used to express a past possibility; as,

She will have purchased a new sari.

AFFIRMATIVE SENTENCES

Pattern

- Subject + will/shall + have + verb (IIIrd form) + object.

Example

All the guests will have taken dinner.

We shall have finished our work by then.

NEGATIVE SENTENCES

Pattern

- Subject + will not/shall not + have + verb (IIIrd form) + object.

Example

The thief will not have fled before the police reach there.

We shall not have finished our game before father comes here.

They will not have written the essay before the teacher comes.

INTERROGATIVE SENTENCES

Pattern

- Will/Shall + subject + have + verb (IIIrd form) + object?

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present and are expected to continue in the near future also; as,

Tom has been working here since 1985.
It has been raining here since yesterday.
How long have you been working here?

RULE 2

This tense is used to refer to actions or situations that started in the past, Continued for sometime and have just stopped but have presented results; as,

Your shoes are dirty. It seems you have been walking in the fields.

You look tired. Yes I have been working all day long.

The gardener have been watering plants.
The beggar has been crying.
Why have her clothes been so wet?

Use of Since

Since is used for definite period of time/point of time :

1. Name of the days; as - Since Sunday/ Monday.....
2. Name of the months; as - Since January/ February.....
3. Name of the years; as - Since 1970/1980.....
4. Name of the parts of the day; as - Since morning/dawn/Sunset/Sunrise/dark/night/ evening/afternoon.....
5. O' clock/am/pm; as - Since 4 o'clock, Since 8 pm, Since 7 am, Since 5 :30 am etc.
6. Yesterday, last night, last week, last month, last year; as - Since last night, Since yesterday.
7. Name of the seasons; as - Since summer/ winter/spring/autumn.....
8. Name of the festivals; as - Since Eid/Holi/ Deepawali/Christmas etc.
9. Name of the events and stage of one's life; as - Since his arrival/departure/birth/marriage/ death etc.

Use of For

For is used for indefinite/uncertain period of time (minutes, hours, seconds, days, weeks, months, year, decades, centuries); as,

For three hours.
For several minutes.
For many weeks.
For two months.
For two years.

AFFIRMATIVE

Pattern

- Subject + has been/have been + verb (Ist form) + ing + O/A + since/for + time.

Example

She has been living in Mumbai since 1992.
Children are playing cricket for two hours.

NEGATIVE SENTENCES

Pattern

- Subject + has not been/have not been + verb (Ist form) + ing + O/A + since/for + time.

Example

Mohan has not been reading in this school for two years.

They have not been playing football since 2 PM.

INTERROGATIVE SENTENCES

Pattern

- Has/have + subject + been + verb (Ist form) + ing + O/A + since/for + time.
- Q.W. + has/have + subject + been + verb (Ist form) + ing + O/A + since/for + time.

Example

Have you been living in Alwar since 2006?
What has Geeta been doing for five months?

PAST SIMPLE TENSE

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RULE 1

This tense is used to express actions which occurred in the past; as,

Hira Lal bought two cups of tea.
I bought this shirt in Mumbai.
His aunt came back from Dubai.

RULE 2

Expressing past habitual actions; as,

I went to the Cathedral on Sundays.
He played badminton in his childhood.
He always came to meet me.
I always carried my identity card with me.

RULE 3

Referring to situation related to past time; as,

My uncle was seriously ill.

1. **Verbs of senses (involuntary actions) :** feel, hear, see, smell also notice and observe.
2. **Verbs of expressing feelings and emotions :** admire, adore, appreciate, care for, desire, detest, dislike, fear, hate, like, loathe, love, mind, respect, value, want, with.
3. **Verbs of mental activity :** agree, appreciate, assume, believe, expect, feel, feel sure/ certain forget know, mean, perceive, realize, recall, recognize, recollect, remember, see (understand), see through (have an opinion), trust (= believe/have confidence) in, understand.
   Note : But the continuous can be used with appreciate meaning to increase in value.
4. **Verbs of possession :** belong, owe, own, possess, e.g., How much do I owe you?
5. The auxiliaries, except, be and have in certain uses.

PRESENT PERFECT TENSE

RULE 1

This tense is used to express an action that has been completed just now; as,

I have written the letter.

RULE 2

A past action which is still continuing; as,

He has served me for 5 years.

She has been ill since Monday.

Note the difference :

He has served me for 5 years (He is still serving).

He served me for 5 years (He is no longer in my service).

RULE 3

To suggest the decision made in the past is still of importance in the present; as,

The government has cut university budgets, consequently the dean has increased the size of most classes.

RULE 4

To express past action without a definite time; as,

I have read the paper.

RULE 5

To express an action done in a space of time not yet exhausted; as,

It has rained all the week.

RULE 6

To express something whose consequences still remain; as,

I have been ill.

RULE 7

It denotes an action completed at the time of speaking; as,

She has worked all the sums.

AFFIRMATIVE SENTENCES

Pattern

- Subject + has/have + verb (IIIrd form) + O/A.

Example

She has finished the task.
I have read this report.

NEGATIVE SENTENCES

Pattern

- Subject + has/have + not + verb (IIIrd form) + O/A.

Example

We have not met her so far.
He has not learnt his lesson.

INTERROGATIVE SENTENCES

Pattern

- Has/have + Subject + verb (IIIrd form) + O/A.
- Q.W. + has/have + Subject + verb (IIIrd form) + O/A.

Example

Has Gopal milked the cow?
Have you ever seen a white elephant?
Why has the boy not come here yet?
Which books have you purchased?

ADVERBIALS

Just, already, yet, never, so far, lately, recently, etc.

PRESENT PERFECT CONTINUOUS TENSE

RULE 1

This tense is used to refer to actions that began in past but are continuing to take place in the

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I was reading all afternoon.

When he came to me I was talking to my wife.

RULE 2

Past Continuous tense is used to refer to an event that was in progress at the time something else happened; as,

The boy fell down while he was running.

She was sitting in a Cafe when I saw her.

We were having coffee when the lights went out.

RULE 3

This tense is used to refer to repeated action in the past; as,

He was always telling me to do things I did not want to do.

RULE 4

This tense is used to refer to an action that was intended to be done in the past but was not done; as,

Shirmila walked away, just as I was going to speak to her.

RULE 5

Past Continuous tense is used when two actions are going on Simultaneously in the past; as,

While Ramu was playing, I was doing my work.

While my wife was cooking food, I was writing book.

RULE 6

We use this tense in the following senses; as,

He was becoming richer and richer.

It was getting darker and darker.

Anita was growing more and more beautiful.

AFFIRMATIVE SENTENCES

Pattern

- Subject + was/were + verb (Ist form) + ing + O/A.

Example

The lion was sleeping under a tree.

Mother was cooking food when I reached home.

Boys were playing while girls were reading.

NEGATIVE SENTENCES

Pattern

- Subject + was/were + not + verb (Ist form) + ing + O/A.

Example

She was not reading her book when I saw her.

The lion was not sleeping under the tree.

INTERROGATIVE SENTENCES

Pattern

- Was/were + subject + verb (Ist form) + ing + O/A?
- Q.W. + was/were + subject + verb (Ist form) + ing + O/A?

Example

Was he crying?

Were the cattle grazing in your field?

Were the police running after the thieves?

Why was he disturbing you?

ADVERBIALS

1. While, at that time.
2. At that moment, etc.

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PAST PERFECT TENSE

RULE 1

Past Perfect is used wherever we wish to say that an action had been completed before another commenced. The past of the sentence expressing previous action is put into Past Perfect and the part of the sentence expressing subsequent action is put into Past Indefinite (Simple Past); as,

The ship was sunk by storm which had suddenly sprung up.

Monu had been ill for two days when the doctor was sent for.

RULE 2

Past Perfect tense is used after - I wish, He/She wishes, they wish, as though, as if etc. ; as,

I wish I had been born in London.

She talks to me as if she had come from the USA.

RULE 3

If some action was hoped in the past but was not completed, we use words like - hope, think, expect, mean, intend, want, suppose etc. In such situation both clauses of the sentence will be in Simple Past tense; as,

I had wanted to meet him but unfortunately I fell ill.

I had hoped that he would come to attend my party.

AFFIRMATIVE SENTENCES

Pattern

- Subject + had + verb (IIIrd form) + O/A.

Example

She had seen the Taj Mahal.

The patient had died before the doctor came.

The Train had left before I reached the station.

The peon rang the bell after we had reached school.

NEGATIVE SENTENCES

Pattern

- Subject + had not + verb (IIIrd verb) + O/A.

Example

I had not seen the Red Fort.

She had not completed her homework.

The patient had not died before the doctor came.

INTERROGATIVE SENTENCES

Pattern

- Had + subject + verb (IIIrd form) + O/A?
- Q.W. + Had + subject + verb (IIIrd form) + O/A?

Example

Had you seen the Taj Mahal?

Had you reached school before the bell rang?

Why had he not finished his work before the teacher came?

ADVERBIALS

Before, after.

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PAST PERFECT CONTINUOUS TENSE

The past perfect continuous bears the same relation to the past perfect as the present perfect continuous bears to the present perfect.

RULE 1

When the action began before the time of speaking in the past and continued up to that time, or stopped just before it, we can often use either past perfect or past perfect continuous; as,

It was now six and he was tired because he had worked since dawn.

It was now six and he was tired because he had been working since dawn.

RULE 2

To denote an action that had been going on for sometime before another action took place in the past; as,

I had been solving problems of mathematics for hours when you come.

RULE 3

To express a repeated action in the past perfect as a continuous action; as,

He had been trying to phone her.

AFFIRMATIVE SENTENCES

Pattern

- Subject + had been + verb (ing) + object + since/for.

Example

We had been studying in this college since 1990.

They had been teaching there for ten years.

NEGATIVE SENTENCES

Pattern

- Subject + had + not been + verb (ing) + object + since/for.

Example

He had not been working in this company for ten years.

The washerman had not been washing clothes since 10 o' clock.

INTERROGATIVE SENTENCES

Pattern

- Had + subject + been + verb (ing) + object + since/for?
- Q.W. + had + subject + been + verb (ing) + object + since/for?

Example

Had they been working in that company for twenty years?

Where had he been teaching them for four months?

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FUTURE SIMPLE TENSE

RULE 1

It is used to talk about things which we cannot control. It expresses the future as fact. We use this tense to talk about what we think or believe will happen in the future; as,

I think India will win the match.

RULE 2

It is used to express habitual action which will take place and which we cannot control; as,

Spring will come again.

RULE 3

It is used with clauses of condition, time and purpose; as,

If I do this exercise, it will help you.

RULE 4

With adverbials such as tomorrow, day after tomorrow, next week, next month, on coming Saturday, in 2010 etc.; as,

She will do this practice next month.

RULE 5

It is used to express the speaker's opinion or assumption about the future, the tense is used with : think, know, hope, suppose, believe, expect, perhaps, probably, surely; as,

I think he will play.

RULE 6

Verbs not normally used in the continuous tenses, e.g. auxiliary verbs, verbs of the senses, of emotion, thinking, possessing etc usually express the future by the future simple, though **be going to** is sometime possible; as,

He will be here at six.

You will have time for tea.

RULE 7

It is used, chiefly in newspapers, news broadcasts, for formal announcement of future plans and for weather forecasts; as,

The president will open the new heliport tomorrow.

The fog will persist in all areas.

AFFIRMATIVE SENTENCES

Pattern

- Subject + will/shall + verb (Ist form) + object.

Example

I shall meet Dr. Verma tomorrow.
He will do his work honestly.
She will always obey her parents.
Zeenat and Jannat will win the competition.

INTERROGATIVE SENTENCES

Pattern

- Will/Shall + subject + verb (Ist form) + object?
- Q.W. + will/shall + subject + verb (Ist form) + object?

Example

Will you accept my advice?
Will he attend the meeting on Sunday?
Why will they do the work here?
Who will come to meet you tomorrow?

INTERROGATIVE NEGATIVE SENTENCES

Pattern

- Will/Shall + subject + not + verb (Ist form) + object?
- Q.W. + will/shall + subject + not + verb (Ist form) + object?

Example

Will you not take the examination this year?
Why will they not celebrate Holi this year?

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FUTURE CONTINUOUS TENSE

RULE 1

It indicates an action that will be going on in the future. It is usually accompanied by another simultaneous action; as,

I shall be sleeping when you will be going for a walk.

RULE 2

We use this tense to talk about actions in the future which are already planned or which are expected to happen in the normal course of things; as,

I will be staying here till Sunday.

Note : With the future continuous we normally mention the future time (next Friday etc.).

RULE 3

This tense is used to indicate that a longer action in the future will be interrupted. The interruption

PRESENT SIMPLE TENSE

RULE 1

This tense is used to express an action that takes or is actually taking place at the present time; as,

He drives his car.

RULE 2

To express a habitual action; as,

He drinks tea every morning.

My watch keeps good time.

RULE 3

A universal truth; as,

The sun rises in the east.

Slow and steady wins the race.

RULE 4

In exclamatory sentences beginning with here and there to express what is actually taking place in the present

Here comes the bus!

There she goes!

RULE 5

In vivid narrative, as substitute for the simple past; as,

Immediately the sultan hurries to his capital.

Sohrab now rushes forward and deals a heavy blow to Rustam.

RULE 6

To express a future event that is part of a fixed timetable or fixed programme; as,

The match starts at 9 o' clock.

The train leaves at 5 :20.

RULE 7

Discussing what happens in a book, play or film; as,

In **Lagaan** Amir Khan plays a central character.

RULE 8

Simple present tense is also used to talk about a physical feeling that is affecting you or someone else; as,

I feel heavy.

His head aches.

But while physical perceptions such as hearing and seeing usually the modal **can** be is used; as,

I can hear it.

I can smell the food.

What is present, provided that present time is implied by the context; as,

I understand what you say.

RULE 9

Used in Commentaries

While describing an event such as a sports match or a ceremony that is happening at the time; as,

Prasad balls to Lara.

Sachin takes a run.

RULE 10

Used in reporting

Reporting verb such as hear or tell we can report what someone said at some point in recent past by using simple present; as,

I hear he is eating.

RULE 11

The simple present tense is often used with adverbs or adverb phrases such as; always, never, occasionally, often, sometimes, usually, every week, on Mondays, twice a year etc.; as,

How often do you wash your hair?

It rains in winter.

Or with time clauses expressing routine or habitual actions whenever and when (= whenever) are particularly useful; as,

Whenever it rains the roof leaks.

RULE 12

It must be used instead of the present continuous with verbs which cannot be used in the continuous form, e.g. Love, see, believe etc. So that we can say; as,

I love you but not I am loving you.

RULE 13

It is used in conditional sentences; as,

If I see Ann, I will ask her.

Unless you take the brake off, the car won't move.

AFFIRMATIVE SENTENCES

Pattern

- He/She/It/singular noun + verb (Ist form) + s/es + ...
- I/We/You/They/plural noun + verb (Ist form) + ...

Example

He reads a book daily.

Geeta plays football in the evening.

I read a book daily.

They play football in the evening.

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- Q. w. + will/shall + subject + have + verb (IIIrd form) + object?

Example

Will you have completed your course before the examination begin?

Will they have reached the station before the train departs.

How will they have reached the field before it starts raining.

INTERROGATIVE NEGATIVE SENTENCES

Pattern

- Will/Shall + subject + not + have + verb (IIIrd form) + object?
- Q.W. + will/shall + subject + not + have + verb (IIIrd form) + object?

Example

Will you not have reached the office before 10 o' clock?

Shall we not have eaten food before the guests come?

FUTURE PERFECT CONTINUOUS TENSE

RULE 1

The future perfect continuous tense is used for actions which will be in progress over a period of time that will end in the future; as,

By next march we shall have been living here for four years.

RULE 2

We can use the future perfect continuous to emphasize how long something has been going on by a particular point in the future; as,

On Saturday, we will have been living in this house for a year.

AFFIRMATIVE SENTENCES

Pattern

- Subject + will/shall + have been + verb (ing) + object +since/for.

Example

The girls will have been dancing since 4 o' clock.

The shoe maker will have been repairing our shoes since morning.

The gardener will have been watering the plants for two hours.

NEGATIVE SENTENCES

Pattern

- Subject + will/shall + not + have been + verb (ing) + ...

Example

Golu will not have been driving bicycle for three hours.

The labourers will not have been whitewashing the house for four days.

INTERROGATIVE SENTENCES

Pattern

- Will/Shall + subject + have been + verb (ing)?
- Q.W. + will/shall + subject + have been + verb (ing)?

Example

Why will the teacher have been teaching the students since 10 o' clock.

Will they have been travelling for six hours?

INTERROGATIVE NEGATIVE SENTENCES

Pattern

- Will/Shall + subject + not have been + verb (ing) + object?
- Q.W. + will/shall + subject + not have been + verb (ing) +object?

Example

Will the farmers not have been ploughing the field since morning?

Why will the tailor master not have been sewing any clothes for three days?

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CONDITIONAL TENSE

OPEN CONDITION

It tells us that something will take place, if a certain condition is fulfilled. This condition may or may not be fulfilled.

Pattern

- Present Indefinite in If clause + Subject + will/shall/can/may + verb in main clause.

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The bustling train station _____ (i) (be) crowded with travelers heading to different destinations. A young girl _____ (ii) (wait) patiently on a bench, clutching her ticket tightly. Yesterday, she _____ (iii) (pack) her belongings carefully, knowing this would be her first solo journey. As she _____ (iv) (observe) the people around her, an announcement echoed through the station about a delayed train. "If the train _____ (v) (arrive) late, I will miss my connection," she thought anxiously. Nearby, a vendor _____ (vi) (sell) snacks to hungry passengers, his voice rising above the chatter. The girl's train finally pulled into the platform, and she quickly boarded. By the time she reached her seat, the station _____ (vii) (become) quieter as the other trains departed. She smiled, thinking about the adventure that _____ (viii) (await) her in the new city.

Ans :

(i) was
The past simple tense "was" is used to describe the state of the train station being crowded at that time.

(ii) was waiting
The past continuous tense "was waiting" shows the ongoing action of the young girl sitting and waiting patiently.

(iii) had packed
The past perfect tense "had packed" indicates the action of packing her belongings was completed before her journey started.

(iv) was observing
The past continuous tense "was observing" reflects her ongoing action of watching the people around her.

(v) arrives
The present simple tense "arrives" is used in the first conditional to express her concern about a possible future event.

(vi) was selling
The past continuous tense "was selling" describes the vendor's ongoing activity of selling snacks at the station.

(vii) had become
The past perfect tense "had become" indicates that the station was quieter by the time she reached her seat.

(viii) awaits
The present simple tense "awaits" is used to describe the adventure she anticipates in the new city, making the statement more vivid and immediate.

14. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The students (gather) around the teacher.
Answer : gathered.
The village fair _____ (i) (be) an annual event that everyone looked forward to. Families _____ (ii) (arrive) early in the morning to enjoy the festivities. Yesterday, the workers _____ (iii) (set) up colorful stalls, preparing for the grand opening. As the fair _____ (iv) (begin), children rushed to the rides, their laughter echoing in the air. A magician, who _____ (v) (perform) near the main stage, drew a large crowd with his tricks. "If we _____ (vi) (visit) the fair tomorrow, we will try the new food stalls," a visitor told his friend. By evening, the air _____ (vii) (fill) with music from the live band, and the crowd danced in joy. As the day ended, the villagers _____ (viii) (plan) their visit for the next day, excited for what more the fair had to offer.

Ans :

(i) is
The present simple tense "is" describes the village fair as a recurring event, emphasizing its annual occurrence.

(ii) arrive
The present simple tense "arrive" is used for habitual actions, describing families coming early every year.

(iii) had set
The past perfect tense "had set" shows that the workers completed setting up the stalls before the grand opening of the fair.

(iv) began
The past simple tense "began" indicates the moment when the fair officially started.

(v) was performing
The past continuous tense "was performing" highlights the magician's ongoing activity of entertaining the crowd.

(vi) visit
The present simple tense "visit" is used in the first conditional to describe a possible action in the future.

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past, emphasizing the setting as it appeared on that particular evening.

(ii) were playing
The past continuous tense "were playing" describes the ongoing activity of the children near the fountain, highlighting their actions as happening simultaneously with other events in the park.

(iii) were relaxing
The past continuous tense "were relaxing" conveys the elders' ongoing action of sitting on benches. It aligns with the narrative flow of describing various activities happening simultaneously in the park.

(iv) was selling
The past continuous tense "was selling" describes the ongoing activity of the man offering snacks, emphasizing continuity during the same time frame as other activities in the narrative.

(v) gathered
The simple past tense "gathered" indicates a completed action. The clouds appeared suddenly, signaling an important transition in the scene and marking a change in the weather.

(vi) turned
The simple past tense "turned" describes the sudden shift in temperature as the air became colder. It provides a cause-and-effect link to the appearance of dark clouds in the sky.

(vii) called
The simple past tense "called" shows the mother's completed action of summoning her children. It reflects her immediate reaction to the changing weather conditions.

(viii) looks
The present tense "looks" is used to describe the immediate observation of the sky. It highlights an ongoing situation, reflecting the mother's concern as she assesses the likelihood of rain.

2. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The children (play) happily in the garden.
Answer : played.
The park _____ (i) (be) a lively place on weekends. Families _____ (ii) (arrive) early to secure picnic spots under the shade of trees. A young boy _____ (iii) (fly) a kite with his father, their laughter echoing in the air. Nearby, an artist _____ (iv) (paint) portraits of visitors, capturing their smiles on canvas. Suddenly, a loud cheer erupted as a group of children started a friendly race. "If I _____ (v) (win) this race, I'll treat you all to ice cream!" one child shouted confidently. By the time the sun _____ (vi) (set), most visitors _____ (vii) (already/leave) the park. The caretaker smiled, knowing that the park _____ (viii) (become) just as vibrant next weekend.

Ans :

(i) is
The simple present tense "is" is used to describe the park's lively nature, indicating a habitual or general truth about weekends.

(ii) arrive
The simple present tense "arrive" highlights the regular activity of families coming early to secure spots under the trees, showing a habitual action.

(iii) was flying
The past continuous tense "was flying" describes the ongoing action of the boy flying a kite with his father, creating a vivid and dynamic picture of their activity.

(iv) was painting
The past continuous tense "was painting" is used to depict the artist's ongoing activity of creating portraits during the described moment, emphasizing continuity.

(v) win
The simple present tense "win" is used within the conditional sentence ("If I win this race"), expressing a possible future action that depends on the child's success.

(vi) sets
The simple present tense "sets" describes the regular occurrence of the sun setting, as part of the natural rhythm and timeline of the park's activities.

(vii) had already left
The past perfect tense "had already left" indicates that most visitors departed before a specific moment in the past, creating a clear sequence of events.

(viii) will become
The simple future tense "will become" expresses the caretaker's confident expectation about the park's vibrancy in the upcoming weekend, projecting a sense of continuity.

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Example

If Clause	Main Clause
If you come early	We shall begin the work
If she loves him	She will marry him

Improbable or Imaginary condition

It tells us what we expect may not take place.

Pattern

- Simple Past in IF clause + Subject + would/ should/could/might + infinitive (verb).

Example

If Clause	Main Clause
If you paid the amount	We would deliver the goods
If I saw Aman	I could talk to him

UNFULFILLED CONDITION

It tells us that something did not take place because a particular condition was not fulfilled.

Pattern

- Past Perfect in IF clause + Subject + would/ should/could/might + have + Past Participle in main clause.

Example

If Clause	Main Clause
If you had resigned the job	You would have faced several financial troubles
If I had married Geeta	I would have been happier

OTHER TENSE

FUTURE IN THE PAST TENSE

Pattern 1

- All persons + might/would/could/should/ must + have + Past Participle form of verb.

Example

I might have given him a pen.

Pattern 2

- All persons + was/were + going to + Present form of verb.

Example

I was going to give him a pen.

FUTURE IN THE PAST CONTINUOUS TENSE

Future in the past continuous tense are used to talk about an action we wanted to do in some past time but the action itself did not take place.

Pattern

- All persons + might/would/could/should/ must + have + been + Continuous form of verb

Example

I should have been writing a book by now.

EXERCISE (SOLVED)

1. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.

Example :

The wind (blow) fiercely through the trees.

Answer : blew.

It was a chilly evening, and the park _____ (i) (be) filled with people enjoying the last moments of daylight. A group of children _____ (ii) (play) near the fountain, while some elders _____ (iii) (relax) on benches. Nearby, a man _____ (iv) (sell) hot snacks to those who felt hungry after their walk. Suddenly, dark clouds _____ (v) (gather) in the sky, and the air _____ (vi) (turn) colder. A mother _____ (vii) (call) out to her children, "Come quickly, it _____ (viii) (look) like it is going to rain!" As people hurried to leave the park, the first drops of rain began to fall. Those who had umbrellas opened them, while others rushed to find shelter under trees or nearby gazebos. Despite the rain, the park still looked beautiful, with the lights shimmering on the wet paths.

Ans :

(i) was

The simple past tense "was" is used to describe the state of the park during a specific time in the

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(iii) ran
The simple past tense "ran" is used to describe the boy's quick movement towards the riverbank, a completed action in the sequence.

(iv) warned
The simple past tense "warned" describes the father's completed action of cautioning the boy about the river's dangers.

(v) was flowing
The past continuous tense "was flowing" captures the river's ongoing action of moving swiftly, highlighting the dynamic scene.

(vi) rushed
The simple past tense "rushed" is used to describe the villagers' sudden action of hurrying towards the boy, emphasizing urgency.

(vii) had not realized
The past perfect tense "had not realized" indicates the boy's lack of awareness before the villagers reached him, showing an earlier moment in the past.

(viii) are not
The present tense "are not" is used in a conditional clause to indicate a warning about the boy's future safety, linking it to the father's concern.

5. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The river (flow) swiftly after the heavy rain.
Answer : flowed.
It was a crisp autumn afternoon, and the park _____ (i) (be) filled with the laughter of children. A group of friends _____ (ii) (decide) to organize a small football match. The teams _____ (iii) (split) evenly, and a young boy _____ (iv) (volunteer) to be the referee. As the game began, parents _____ (v) (watch) from the benches, cheering for their children. The ball _____ (vi) (roll) swiftly across the field as players darted around to score goals. Suddenly, a player tripped and fell, but he quickly _____ (vii) (get) up, determined to continue. "If we _____ (viii) (win) this match, we'll celebrate with ice cream!" one of the boys shouted, motivating his team. The match ended in a thrilling draw, leaving everyone excited for the next game.

Ans :

(i) was
The simple past tense "was" is used to describe the state of the park filled with laughter, setting the scene for the autumn afternoon.

(ii) decided
The simple past tense "decided" shows the completed action of the group of friends planning to organize the football match.

(iii) were split
The past passive tense "were split" describes how the teams were divided, focusing on the result rather than the action itself.

(iv) volunteered
The simple past tense "volunteered" indicates the young boy's completed action of stepping forward to be the referee.

(v) were watching
The past continuous tense "were watching" describes the ongoing action of parents cheering for their children during the game.

(vi) was rolling
The past continuous tense "was rolling" emphasizes the ongoing movement of the ball across the field during the match.

(vii) got
The simple past tense "got" indicates the player's quick action of standing up after tripping, showing determination.

(viii) win
The present tense "win" is used in the conditional clause to express a future possibility, motivating the team to strive for victory.

6. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The flowers (bloom) beautifully in spring.
Answer : bloomed.
It was a festive evening in the city, and the streets _____ (i) (decorate) with colorful lights. Vendors _____ (ii) (sell) sweets and toys, attracting families strolling through the market. A little girl _____ (iii) (spot) a beautiful doll and asked her father to buy it for her. As they _____ (iv) (move) towards the toy stall, the sound of fireworks _____ (v) (fill) the air, making

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(iv) will start
The future tense "will start" is used to indicate the coach's announcement about the game beginning shortly.

(v) had already warmed
The past perfect tense "had already warmed" shows that the boys completed their warm-up before the game started.

(vi) were watching
The past continuous tense "were watching" reflects the ongoing action of some spectators observing the game while it was happening.

(vii) will have arrived
The future perfect tense "will have arrived" indicates that other spectators would join the game later by a specific point in the future.

(viii) will be celebrating
The future continuous tense "will be celebrating" expresses the coach's statement about the upcoming event, emphasizing an action planned to occur over a period of time.

10. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The cat (sit) quietly by the fireplace.
Answer : sat.
The park _____ (i) (be) crowded with visitors on a sunny Sunday morning. Children _____ (ii) (play) on the swings while their parents _____ (iii) (relax) on benches nearby. A man _____ (iv) (feed) birds when his dog ran off to chase a squirrel. The dog's excited barks echoed across the park. "I _____ (v) (get) you some treats later if you behave," the man called out, laughing. Meanwhile, the ice-cream vendor _____ (vi) (sell) cones to eager kids, and the line _____ (vii) (grow) longer by the minute. Near the fountain, a group of teenagers played music on their guitars, entertaining the crowd. "By the time we leave, we _____ (viii) (spend) hours here," one of the visitors remarked, enjoying the peaceful atmosphere.

Ans :

(i) was
The simple past tense "was" describes the state of the park being crowded on a sunny Sunday morning.

(ii) were playing
The past continuous tense "were playing" indicates that the children were actively enjoying the swings at that moment.

(iii) were relaxing
The past continuous tense "were relaxing" shows that the parents were resting nearby while the children played.

(iv) was feeding
The past continuous tense "was feeding" describes the ongoing action of the man feeding the birds.

(v) will get
The simple future tense "will get" expresses the man's promise to reward his dog with treats later.

(vi) was selling
The past continuous tense "was selling" highlights the ice-cream vendor's ongoing activity of serving cones to children.

(vii) was growing
The past continuous tense "was growing" reflects the increasing length of the line as more people queued up for ice cream.

(viii) will have spent
The future perfect tense "will have spent" suggests that by the time the visitors leave, they will have dedicated several hours to enjoying the park.

11. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The sun (rise) over the hills.
Answer : rose.
The small village _____ (i) (be) known for its peaceful atmosphere and scenic beauty. Every morning, villagers _____ (ii) (gather) at the market to buy fresh produce. Last Sunday, a traveler _____ (iii) (arrive) at the village and _____ (iv) (explore) its narrow lanes. He _____ (v) (find) an old bookshop that sold rare novels and decided to purchase a few. "If I _____ (vi) (visit) this place again, I will bring my friends along," he thought happily. As the evening approached, the traveler sat near the riverbank and _____ (vii) (watch) the sunset. By the time he returned to his inn, the villagers _____ (viii) (prepare) for their annual festival, filling the air with excitement.

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(viii) win
The present tense "win" is used in the conditional clause to express a possibility or intention for the racer if he emerges victorious.

8. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The teacher (explain) the concept clearly to the students.
Answer : explained.
It was a beautiful evening, and the park _____ (i) (be) full of people enjoying the weather. A group of children _____ (ii) (run) around the playground while their parents _____ (iii) (watch) from nearby benches. A little boy _____ (iv) (lose) his ball in the bushes and searched frantically for it. "If I _____ (v) (find) my ball, I'll join the game again," he muttered to himself. Meanwhile, an elderly couple _____ (vi) (walk) slowly on the path, talking about their past travels. At the same time, a street performer _____ (vii) (entertain) a crowd with his tricks. By the time the sun _____ (viii) (set), everyone began heading home, grateful for the peaceful day they had spent together.

Ans :

(i) was
The simple past tense "was" is used to describe the state of the park being full of people during the beautiful evening.

(ii) were running
The past continuous tense "were running" emphasizes the ongoing action of children actively playing in the playground.

(iii) were watching
The past continuous tense "were watching" highlights the parents' ongoing activity of observing their children while sitting on nearby benches.

(iv) had lost
The past perfect tense "had lost" indicates that the little boy's action of losing the ball occurred before he started searching for it frantically.

(v) find
The present tense "find" is used in the conditional clause to express the boy's intention to join the game if he finds his ball.

(vi) was walking
The past continuous tense "was walking" describes the elderly couple's ongoing activity of strolling slowly while reminiscing about their past travels.

(vii) was entertaining
The past continuous tense "was entertaining" emphasizes the street performer's ongoing action of amusing the crowd with his tricks.

(viii) had set
The past perfect tense "had set" indicates that the sun's setting occurred before people began heading home, marking the end of the peaceful day.

9. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The stars (shine) brightly in the night sky.
Answer : shone.
The school playground _____ (i) (be) lively as children played their favorite games. A group of boys _____ (ii) (chase) each other, while others _____ (iii) (prepare) for a friendly soccer match. At that moment, the coach arrived and announced, "We _____ (iv) (start) the game in five minutes." By the time the game began, the boys _____ (v) (already/warm) up. A few spectators _____ (vi) (watch) the game, while others _____ (vii) (arrive) later to cheer for their teams. "Next week, we _____ (viii) (celebrate) the annual sports day," the coach reminded everyone, urging them to practice harder for the big event.

Ans :

(i) was
The simple past tense "was" describes the state of the school playground being lively as children engaged in their activities.

(ii) were chasing
The past continuous tense "were chasing" highlights the ongoing action of a group of boys running after each other during the described moment.

(iii) were preparing
The past continuous tense "were preparing" indicates the children's activity of getting ready for a friendly soccer match.

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everyone stop and look up at the sky. People _____ (vi) (gather) in large numbers near the main square, where a grand celebration _____ (vii) (take) place. Music from loudspeakers _____ (viii) (add) to the cheerful atmosphere. Children laughed and danced around, while adults clicked pictures of the beautiful decorations. The family finally found a spot near the stage, excited to watch the performances. Everyone cheered as the performers made their way onto the stage, waving to the audience.

Ans :

(i) were decorated
The past passive tense "were decorated" is used to indicate that the streets had been adorned with lights, emphasizing the result of the action.

(ii) were selling
The past continuous tense "were selling" describes the ongoing action of vendors offering sweets and toys to families during the festive evening.

(iii) spotted
The simple past tense "spotted" is used to describe the little girl's completed action of noticing the beautiful doll.

(iv) were moving
The past continuous tense "were moving" emphasizes the family's ongoing action of walking towards the toy stall amidst the festivities.

(v) filled
The simple past tense "filled" describes the sudden and complete action of the sound of fireworks spreading through the air.

(vi) had gathered
The past perfect tense "had gathered" is used to show that people had already assembled in large numbers before the grand celebration began.

(vii) was taking
The past continuous tense "was taking" highlights the ongoing nature of the grand celebration in the main square.

(viii) added
The simple past tense "added" shows the completed action of music contributing to the cheerful atmosphere, enhancing the festive mood.

1. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.

Example :
The birds (fly) across the blue sky.
Answer : flew.
It was a bright spring morning, and the park _____ (i) (be) alive with activity. Joggers _____ (ii) (run) along the tracks, and families _____ (iii) (spread) blankets on the grass for picnics. A young boy _____ (iv) (fly) his kite, his laughter echoing as the wind carried it higher. Nearby, an old man _____ (v) (feed) breadcrumbs to the pigeons that had gathered around him. A group of children _____ (vi) (play) hide-and-seek near the bushes, their shouts filling the air. Suddenly, a loud whistle _____ (vii) (blow), signaling the start of a bicycle race organized by the park authorities. Spectators clapped and cheered as participants sped past. "If I _____ (viii) (win) this race, I'll buy ice cream for everyone!" one of the racers joked, making the crowd laugh.

Ans :

(i) was
The simple past tense "was" is used to describe the state of the park being full of life and activity on the bright spring morning.

(ii) were running
The past continuous tense "were running" describes the ongoing action of joggers actively running along the tracks.

(iii) had spread
The past perfect tense "had spread" indicates that families had already laid out their blankets before the main events in the park occurred.

(iv) was flying
The past continuous tense "was flying" shows the young boy's ongoing activity of flying his kite, emphasizing the continuous nature of his action.

(v) was feeding
The past continuous tense "was feeding" describes the old man's action of giving breadcrumbs to the pigeons as it happened during the scene.

(vi) were playing
The past continuous tense "were playing" emphasizes the children's ongoing activity of playing hide-and-seek near the bushes.

(vii) blew
The simple past tense "blew" describes the sudden and completed action of the whistle being blown to signal the start of the race.

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Ans :

(i) is
The present tense "is" describes the village's well-known reputation, which is a current and ongoing fact.

(ii) gather
The simple present tense "gather" reflects the villagers' habitual action of meeting at the market every morning.

(iii) arrived
The simple past tense "arrived" indicates that the traveler reached the village on a specific past occasion.

(iv) explored
The simple past tense "explored" shows the traveler's action of walking through the narrow lanes during his visit.

(v) found
The simple past tense "found" describes the traveler's discovery of the old bookshop.

(vi) visit
The simple present tense "visit" is used in the first conditional structure, expressing a possible future action.

(vii) watched
The simple past tense "watched" indicates that the traveler observed the sunset as part of his experience.

(viii) were preparing
The past continuous tense "were preparing" highlights the villagers' ongoing activity of getting ready for their annual festival as the traveler returned.

12. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The bird (sing) sweetly in the tree.
Answer : sang.
The bustling city _____ (i) (come) alive every morning with the sound of traffic and people hurrying to work. A vendor _____ (ii) (sell) newspapers at the corner of the street, calling out headlines to attract buyers. Yesterday, he _____ (iii) (notice) a curious tourist who _____ (iv) (ask) about directions to a nearby museum. The vendor happily _____ (v) (guide) him and even suggested some local eateries to visit. As they spoke, a group of children _____ (vi) (play) near the fountain, their laughter filling the air. "If I _____ (vii) (visit) this city again, I will spend more time exploring it," the tourist remarked. Later, as the evening sky _____ (viii) (turn) shades of orange, the streets became quieter. The vendor packed up his stall and left, ready to return the next day to the same lively corner.

Ans :

(i) comes
The present simple tense "comes" is used to describe a habitual action that happens every morning in the city.

(ii) is selling
The present continuous tense "is selling" indicates an ongoing activity of the vendor at the corner.

(iii) noticed
The past simple tense "noticed" shows that the vendor saw the tourist at a specific moment in the past.

(iv) was asking
The past continuous tense "was asking" describes the tourist's action of seeking directions during that moment.

(v) guided
The past simple tense "guided" reflects the vendor's completed action of helping the tourist with directions.

(vi) were playing
The past continuous tense "were playing" illustrates the ongoing activity of the children at that time.

(vii) visit
The present simple tense "visit" is used in the first conditional to express the tourist's possible future action.

(viii) turned
The past simple tense "turned" describes the change in the color of the sky as the evening approached.

13. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The fire (burn) brightly in the cold winter night.
Answer : burned.

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3. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.

Example :
The stars (twinkle) brightly in the clear night sky.
Answer : twinkled.

It was a chilly evening, and the small café _____ (i) (fill) with people seeking warmth from the biting cold outside. A waiter, dressed in a crisp uniform, _____ (ii) (serve) coffee to a couple seated by the window. The woman _____ (iii) (complain) about the delay, tapping her fingers impatiently on the table. Her companion _____ (iv) (assure) her calmly that their order would arrive soon, asking her to enjoy the cozy ambiance instead. Outside, the wind _____ (v) (howl), rattling the windows and scattering leaves across the street. Suddenly, the power _____ (vi) (go) out, and the café _____ (vii) (plunge) into darkness. A hush fell over the crowd as they waited for the lights to return. "If the power _____ (viii) (not return) soon, we'll have to leave," the woman said, frustrated. A few moments later, the lights flickered back on, and everyone clapped in relief, grateful for the warmth and light.

Ans :

(i) was filling
The past continuous tense "was filling" describes an ongoing action of the café becoming crowded with people seeking warmth on the chilly evening.

(ii) was serving
The past continuous tense "was serving" indicates that the waiter was actively engaged in serving coffee to the couple during the described moment.

(iii) complained
The simple past tense "complained" is used to indicate the woman's completed action of expressing dissatisfaction about the delay.

(iv) assured
The simple past tense "assured" shows the man's completed action of calmly comforting his companion and asking her to focus on the ambiance.

(v) was howling
The past continuous tense "was howling" effectively describes the ongoing sound of the wind, creating a vivid image of the weather outside.

(vi) went
The simple past tense "went" is used to describe the sudden event of the power outage, marking a clear point in time.

(vii) was plunged
The past passive tense "was plunged" describes the café's sudden transition into darkness, with the focus on the effect rather than the cause.

(viii) does not return
The present tense "does not return" is used within the conditional clause to express a possible outcome if the power does not come back soon.

4. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.

Example :
The clouds (gather) quickly before the storm.
Answer : gathered.

It was a quiet morning in the village, and the sun _____ (i) (rise) slowly over the horizon, casting a golden glow on the fields. Farmers _____ (ii) (prepare) their tools for the day's work, chatting about the weather and the upcoming harvest. A young boy _____ (iii) (run) towards the riverbank, eager to catch some fish before school. His father _____ (iv) (warn) him to stay away from the deeper sections of the river as it had rained heavily the night before. The water _____ (v) (flow) swiftly, carrying leaves and twigs along with it. Suddenly, a group of villagers _____ (vi) (rush) to the boy, shouting for him to return. The boy, who _____ (vii) (not realize) the danger, was startled and quickly moved back. "If you _____ (viii) (not be) careful, you'll get swept away," his father scolded gently, relieved to see him safe.

Ans :

(i) was rising
The past continuous tense "was rising" is used to describe the gradual action of the sun appearing over the horizon, emphasizing an ongoing process in the morning.

(ii) were preparing
The past continuous tense "were preparing" indicates that the farmers were actively getting ready for the day's work, showing simultaneous actions.

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(vii) was filled
The past passive tense "was filled" describes the air being filled with music, emphasizing the effect of the live band.

(viii) were planning
The past continuous tense "were planning" reflects the villagers' ongoing action of discussing their visit for the next day.

15. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The clock (strike) twelve as the guests arrived.
Answer : struck.
The city park _____ (i) (become) a hub of activity every Sunday morning. Joggers _____ (ii) (run) along the tracks while yoga groups practiced under the trees. Yesterday, the gardener _____ (iii) (plant) new flowers to brighten the pathways. A group of children _____ (iv) (play) cricket nearby, their cheers echoing across the park. "If the weather _____ (v) (remain) clear, we will organize a picnic next weekend," said a father to his family. In the evening, a street musician _____ (vi) (entertain) visitors with his melodious tunes. By the time the sun _____ (vii) (set), most of the visitors _____ (viii) (leave), leaving the park calm and peaceful once again.

Ans :

(i) becomes
The present simple tense "becomes" is used to describe a habitual action, indicating that the park regularly transforms into a lively spot every Sunday morning.

(ii) are running
The present continuous tense "are running" reflects the ongoing activity of joggers on the tracks.

(iii) had planted
The past perfect tense "had planted" shows that the gardener completed planting flowers before the other activities began.

(iv) were playing
The past continuous tense "were playing" emphasizes the children's ongoing activity of playing cricket at that moment.

(v) remains
The present simple tense "remains" is used in the first conditional sentence to discuss a possibility for the future, dependent on the weather.

(vi) entertained
The past simple tense "entertained" describes the street musician's completed action of performing for visitors.

(vii) had set
The past perfect tense "had set" indicates that the sun had already gone down before the park became calm again.

(viii) had left
The past perfect tense "had left" emphasizes that the visitors had already departed by the time the park grew quiet.

16. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The boy (jump) over the fence to catch the ball.
Answer : jumped.
The city park _____ (i) (become) a hub of activity every Sunday morning. Joggers _____ (ii) (run) along the tracks while yoga groups practiced under the trees. Yesterday, the gardener _____ (iii) (plant) new flowers to brighten the pathways, hoping they would bloom in time for the festival. A group of children _____ (iv) (play) cricket nearby, their cheers echoing across the park. In one corner, an artist _____ (v) (paint) a landscape, capturing the park's beauty on his canvas. "If the weather _____ (vi) (remain) clear, we will organize a picnic next weekend," said a father to his family. As the streetlights flickered on, a street musician _____ (vii) (entertain) visitors with his melodious tunes. By the time the sun _____ (viii) (set), most of the visitors had left, leaving the park calm and peaceful once again.

Ans :

(i) becomes
The present simple tense "becomes" is used to describe a habitual action, showing the park's regular transformation every Sunday morning.

(ii) are running
The present continuous tense "are running"

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Along

Keeping on a line or length, through any part of the length of; as,

We walked along the road.

There are trees along the sea beach.

Across

On the other side of; as,

Sanjeev's house is across the road.

He spoke to me from across the ground.

From one side to the other (in open place); as,

They went across the road.

There is a bridge across the river.

After

Later than, next in order or time; as,

He came after nine.

Put the verb after the subject.

Behind (of places); as,

Shut the door after you.

(When you leave the room)

I ran after the bus.

Among

Surrounded by, in the middle of more than two; as,

Rahul was sitting among his friends.

There is a town among the hills.

Showing inclusion or association; as,

I saw him among the crowd.

Among those present was the Principal of our college.

Used for more than two persons or things; as,

The sweet was divided among the five friends.

Settle the matter among yourselves.

At

Indicates point of age; as,

He joined school at three.

He succeeded at last. (indicates order)

Indicates direction, used with the names of festivals like Diwali, Holi etc.; as,

He aimed at the target.

Raman laughed at me.

Indicates an exact point of time; as,

The doctor came at ten.

We are busy at present.

Indicates exact place like home, bus stand, railway station, office, bank, school, college, small village etc.; as,

He met me at the railway station.

He is at his office.

Indicates rate or degree, price, number; as,

Rahul drives at full speed.

Amit is selling goods at a loss.

Pradumn estimated the crowd at 1000.

Indicates state, manner, activity; as,

They were at war with their neighbours.

The children are at play.

Shalley is good at English but weak at Hindi.

The ships are at sea.

Before

In front of; as,

Before him was the hospital.

He lives before my room.

Earlier than (showing time and showing place); as,

They will come before nine

Rewari comes before Delhi.

In the presence of; as,

The student was brought before the principal.

The witness appeared before the judge.

Behind

At the back of; as,

He stood behind his father.

Raman lives behind my house.

In support of; as,

The whole family is behind you in your difficulties.

The whole family is behind the senior most member of the house.

Inferior or backward; as,

Rajesh is behind all other students at Mathematics.

Pakistan is behind India in technology.

Below

Lower than, lower in rate, value or importance; as,

The picture hung below the window.

A lecturer is below a professor.

He is a below dignity person.

Between

Used for two reference points to indicate time, position, distance, division or connection; as,

There is no dispute between you and me.

Alwar lies between Delhi and Jaipur.

Distribute the sweets between Sarthak and Satvik.

Call me between 6 to 8 p.m.

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you _____ (vi) (watch) where you walk, this won't happen," his mother scolded him gently. As the sun set, the marketplace _____ (vii) (become) quieter, and the vendors packed up their goods. By the time the streetlights _____ (viii) (turn) on, the once-crowded area had transformed into a peaceful corner of the city.

Ans :

(i) is
The present simple tense "is" describes the vibrant and ongoing nature of the marketplace on weekends.

(ii) are arranging
The present continuous tense "are arranging" reflects the vendors' ongoing action of setting up their stalls neatly.

(iii) are browsing
The present continuous tense "are browsing" is used to show the customers' current activity of looking through the goods.

(iv) had entertained
The past perfect tense "had entertained" indicates that the group of performers finished entertaining the crowd before the current time being described.

(v) was carrying
The past continuous tense "was carrying" describes the boy's action of carrying the basket before he stumbled.

(vi) watch
The present simple tense "watch" is used in the conditional sentence to express the mother's advice about being careful in the future.

(vii) became
The past simple tense "became" describes the transformation of the bustling marketplace as it turned quieter after sunset.

(viii) had turned
The past perfect tense "had turned" emphasizes that the streetlights were already on by the time the marketplace had quieted down.

19. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.

Example :

The baker (bake) fresh bread for the morning market.

Answer : baked.

The city library _____ (i) (be) a quiet place where people often came to study or relax. Visitors _____ (ii) (sit) at tables, flipping through books and taking notes. Yesterday, a librarian _____ (iii) (organize) a special event to celebrate local authors. During the event, a young girl _____ (iv) (ask) the author a thoughtful question about his latest book. The author smiled and replied, "If you _____ (v) (continue) to read widely, you'll discover many fascinating worlds." Meanwhile, in a corner of the library, a group of students _____ (vi) (discuss) their project. By the time the event _____ (vii) (end), everyone _____ (viii) (leave) with a new appreciation for literature and creativity.

Ans :

(i) is
The present simple tense "is" describes the ongoing quiet and serene atmosphere of the library.

(ii) are sitting
The present continuous tense "are sitting" conveys the visitors' current activity of sitting and flipping through books.

(iii) had organized
The past perfect tense "had organized" indicates that the librarian completed organizing the event before the current moment described.

(iv) asked
The past simple tense "asked" narrates the specific action taken by the young girl during the event.

(v) continue
The present simple tense "continue" is used in the conditional clause to express the author's advice for the future.

(vi) were discussing
The past continuous tense "were discussing" describes the students' ongoing action of discussing their project during the event.

(vii) ended
The past simple tense "ended" shows the conclusion of the event in the narrative.

(viii) had left
The past perfect tense "had left" emphasizes that everyone departed the library before the final moment being described.

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Amit fell from the bed. (separation)
Anuj is suffering from malaria. (reason)
Butter is made from milk. (material used)
Flour is made from wheat.

Indicates a starting point of time, place, order, person or position
He came from Bombay.
He comes here from time to time.
There are so many colleges from Patna to Gaya.

In front of

In the position of directly before
A car was standing in front of our house.
He jumped in front of the running train.

Into

Shows motion or direction to the inside of; as,
Jitendra fell into the pond.
Let us go into the auditorium.
Asha threw her books into the fire.

Shows change of condition
Ashok translated two poems into English.
Water changed into ice.
Priyanka burst into tears.

On

About, concerning, at the time of; as,
He is writing a book on India.
He met me on reaching Jaipur.

Position in time (before days and dates); as,
He will come on Sunday.
I was born on 26th January, 1993.
Vibha will come on the evening of May, the tenth.

On the top of (touching the surface); as,
The books were on the table.
The car is on the road.
Rajesh is on the stool.

Indicates engagement, suggests direction; as,
I am on leave today.
He came here on business.
Maneesh is on the committee.

Dependence, state or condition; as,
This book is on sale.
The building is on fire.
Raman lives on writing.

In phrases, on loan, on purpose, on the whole, on a visit, on the contrary, on foot, on interest; as,
The P.M. is on a visit to America.
Maneesh came here on foot.
Suman did it on purpose.
He lends money on interest.

Of

Indicates possession of quality; as,
Reeta is a girl of learning. (quality)
He spoke highly of India and her people. (concerning)

Indicates material used but not changed; as,
This chain is made of gold.
This chair made of wood.
Her dress is made of silk.

Indicates connection or relation, origin, reason or cause, partition or inclusion; as,
The gold of this ring is pure. (connection)
She comes of a royal family. (Origin)
He died of cancer. (cause)
I want a piece of paper. (partition)
Aman is one of our friends. (inclusion)

Since

Used in perfect tenses from a point in past time till now, during the period after; as,
I haven't learnt English since Monday.
He has been living in Jaisalmer since 1995.

Over

Above or higher than (without touching); as,
The sky is over our heads.
Many planes fly over the Atlantic these days.

On and covering; as,
Spread this cover over the table.
He spreads his handkerchief over his head.

More than; as,
He is over trifles.

About or while engaged in; as,
Don't quarrel over a vast empire.
We need a strong Manager over us.

Indicating superiority in rank or authority; as,
Ashoka ruled over a vast empire.
We need a strong Principal over us.

Through

In at one end and out at the other (in a closed or a covered place); as,
He has got through the test.
They walked through the stadium.
The stream run through a tunnel.

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CHAPTER 7

PREPOSITIONS

INTRODUCTION

Prepositions are words placed before a noun, pronoun, or noun group to show their relationship with another word in the sentence. They establish connections, such as time, place, direction, or manner. For example, "on," "in," and "at" are common prepositions. Prepositions can vary based on context, and their usage may differ depending on the sentence. While prepositions are essential for constructing meaningful sentences, they can also be tricky to master. Some verbs may not require a preposition at all. Consistent practice is the key to understanding and using prepositions correctly in different contexts.

TYPES OF PREPOSITIONS

Prepositions can be classified into different types based on their structure and usage. Understanding these categories helps in identifying and using prepositions correctly in sentences. The main types of prepositions are:

1. Simple Preposition
2. Compound Preposition
3. Phrase Preposition
4. Participial Preposition

Simple Preposition

They are the simple words used as prepositions; as, at, by, for, from, in, of, off, on, out, over, through, till, to, under, up, with etc.

Compound Preposition

They are generally formed by prefixing a preposition to a noun, an adjective or an adverb; as, about, above, across, along, amidst, among, around, before, behind, below, beneath, beside, between, beyond, inside, outside, underneath, within, without etc.

Phrase Preposition

When a group of words is used with the force of a single preposition, it is known as a phrase preposition; as, according to, on account of, in course of, in favour of, in order to, in spite of, in case of, on behalf of etc.

Participial Prepositions

When the present participle of a verb acts as a preposition, it is known as a participial preposition; as, regarding, barring, providing, concerning, considering, pending, respecting, notwithstanding, touching etc.

USES OF CERTAIN PREPOSITIONS

About

Around, on every side of, all round; as,
They walked about the town.
They build a boundary wall about the house.

Nearly, near to; as,
The train is about to come.
There are about fifty students in the class.

Concerning, with regard to; as,
I am worried about my wife's health.
He talked about cinema.

Before an infinitive, on the point of, in the act of; as,
The match is about to start.
I am about to sleep.

Above

Higher than; as,
The aeroplane was flying above the clouds.
The fan is above our heads.

Greater in number, weight, price; as,
The price of the land is above five lakhs.
The temperature is above average.

Beyond, superior to or out of reach; as,
His behaviour is above suspicion.
Avinash is above fifty.
He is above jealousy.

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reflects an ongoing activity of joggers at the time being described.

(iii) had planted
The past perfect tense "had planted" is used to indicate that the gardener finished planting flowers before other actions took place.

(iv) were playing
The past continuous tense "were playing" emphasizes the children's ongoing action of playing cricket during that moment.

(v) was painting
The past continuous tense "was painting" describes the artist's activity of capturing the park's beauty on his canvas as it happened.

(vi) remains
The present simple tense "remains" is used in the first conditional sentence to discuss a possible future scenario dependent on the weather.

(vii) entertained
The past simple tense "entertained" describes the completed action of the street musician performing for visitors in the evening.

(viii) had set
The past perfect tense "had set" indicates that the sun had already gone down before the park became quiet.

17. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The leaves (rustle) gently in the evening breeze.
Answer : rustled.
The countryside _____ (i) (look) serene as the sun rose over the hills, casting a golden glow. Farmers _____ (ii) (prepare) their tools for the day's work while birds _____ (iii) (chirp) joyfully in the trees. Yesterday, the village _____ (iv) (celebrate) its annual harvest festival with music and dance. Near the river, a fisherman _____ (v) (repair) his net, getting ready for a long day of work. "If the weather _____ (vi) (stay) this calm, we will have a good catch today," he told his friend. As the day progressed, children _____ (vii) (play) near the fields, their laughter echoing in the distance. By the time the sun _____ (viii) (set), the villagers had gathered by the bonfire to share stories and enjoy their meal together.

Ans :
(i) looks
The present simple tense "looks" is used to describe the serene appearance of the countryside as the sun rises, indicating a general truth.

(ii) are preparing
The present continuous tense "are preparing" reflects the ongoing activity of the farmers as they get ready for their day's work.

(iii) are chirping
The present continuous tense "are chirping" describes the ongoing cheerful sounds made by the birds in the trees.

(iv) had celebrated
The past perfect tense "had celebrated" indicates that the villagers completed celebrating their festival before the current events being described.

(v) was repairing
The past continuous tense "was repairing" describes the fisherman's ongoing activity of fixing his net in preparation for work.

(vi) stays
The present simple tense "stays" is used in a first conditional sentence to discuss a possible future scenario based on the weather.

(vii) were playing
The past continuous tense "were playing" is used to show that the children's activity of playing near the fields was ongoing during that time.

(viii) had set
The past perfect tense "had set" indicates that the sun had already gone down by the time the villagers gathered by the bonfire.

18. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
Example :
The farmer (plough) the field early in the morning.
Answer : ploughed.
The bustling marketplace _____ (i) (be) a vibrant scene on weekends. Vendors _____ (ii) (arrange) their stalls neatly, while customers _____ (iii) (browse) through fresh produce and handmade goods. Yesterday, a group of performers _____ (iv) (entertain) the crowd with their lively music and dances. Nearby, a boy _____ (v) (carry) a basket of fruits for his mother when he stumbled and spilled them on the ground. "If

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Indicates two or more limits when boundaries are concerned; as,

Delhi lies between Haryana, U.P., M.P. and Rajasthan.

By

For agent or doer, according to showing method, in Oaths, by oneself (without help); as,

Ramcharit Manas was written by Tulsidas.
One person was killed by criminals.

Near or beside, pass by, during; as,

He goes by post office on way to college.
He lives by the post office.
Vijay caught me by the collar.
The robbers attacked by night.

In accordance with; as,

He is known by his behaviour.
We should judge a person by his actions.

Manner or travelling; as,

Ashish will come by bus.
They travelled by train.
Divya will go by air.

Not later than; as,

You should return the book by Monday.
Cats sleep by day.

According to measurement, number or quantity; as,

He sells apples by the dozen.
Land is sold by the metre
Mudit drank milk sip by sip.

For

Indicates preparation, liking, love in exchange for, showing a period of time; as,

Sarthak is ready for the match. (preparedness)
Molly has a taste for music. (liking)
Rahul has been living here for ten years. (period)
Sonu bought his pen for ten rupees. (price)

Indicates destination, receiver of something, on behalf of, suitability, cure for a disease; as,

I bought a pen for Manish. (receiver)
He sacrificed his life for the country.
He signed the paper for his brother. (on behalf of)
He left for Delhi yesterday. (destination)
Walking is good for health. (suitability)

In search of, in favour of, to the extent of; as,

He went abroad for a good job.
(in search of)
The Australians were all out for 150 runs (extent)
The people were for early election.
(in favour of)

In

Used with seasons, months and years; as,

He was born in January.
He came to India in 1985.

Indicates membership or existence among a group; as,

He is in the railways.
My brother is in the Indian air force.

Used before the name of towns, cities, countries; as,

He lived in Jaipur in Rajasthan.
He will stay in India for two months.

Used for physical condition; as,

Do not go out in the Sun.
He is in bad health.

After a period of time (when); as,

They will come in the morning.
The guests will arrive at ten in the night.

Shows a period of time during which something happens; as,

Answer these questions in 30 minutes.
He will be married in June.

Used to show a position of rest; as,

They were in the room.
They were in the play ground.
His money was in his pocket.

Indicates medium of writing or conversation; as,

He writes his answers in Hindi.
This letter is written in red ink.
The announcement was in English.

Purpose of an action; as,

He spoke in my favour.
She spoke in her defense.

From

Indicates difference, exclusion, prohibition; as,

Your ball is different from mine.
He was expelled from the college.
(exclusion)
He will stop you from talking irrelevant.
(prohibition)

Indicates source, separation, showing reason, Showing the material used and changed; as,

Grapes come from Himachal. (source)

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20. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.

Example :

The students (write) their answers carefully in the exam.

Answer : wrote.

The village square _____ (i) (be) bustling with activity on market day. Farmers _____ (ii) (display) their fresh produce while shoppers _____ (iii) (browse) through the colorful stalls. Yesterday, the village head _____ (iv) (announce) a festival to celebrate the harvest season. Children _____ (v) (run) around excitedly, planning games and decorating the square. Near the fountain, a musician _____ (vi) (play) a cheerful tune, drawing a small crowd. "If the weather _____ (vii) (remain) pleasant, we will host the festival outdoors," said one of the organizers. As the market started to wind down, the villagers began discussing their plans for the festival. By the time the sun _____ (viii) (set), the square was alive with laughter and anticipation for the celebrations.

Ans :

(i) is

The present simple tense "is" sets the current vibrant scene of the bustling village square.

(ii) are displaying

The present continuous tense "are displaying" highlights the ongoing action of farmers presenting their produce.

(iii) are browsing

The present continuous tense "are browsing" describes the shoppers actively exploring the colorful stalls.

(iv) announced

The past simple tense "announced" recounts the specific action taken by the village head the previous day.

(v) were running

The past continuous tense "were running" captures the children's lively and ongoing activity during the event.

(vi) was playing

The past continuous tense "was playing" describes the musician's action of performing a cheerful tune at a particular moment.

(vii) remains

The present simple tense "remains" is used in the conditional clause to indicate a possible future scenario.

(viii) had set

The past perfect tense "had set" reflects the completion of the sunset before the villagers fully immersed themselves in their plans.

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Indicates means or agency; as,
I got this opportunity through the Principal.
I knew him through Aman.
I got this job through the local M.L.A.
On account of or as a result of; as,
He succeeded through hard work.
The accident took place through negligence.

With

Concerning indicates opposition; as,
I sympathise with you in your difficulties.
He quarrelled with his friends

Indicates what is used for filling, covering etc.; as,
The hills were covered with greenary.
The box was filled with Ornaments.

Indicates means, instrument, on account of; as,
He killed the python with a sword. (instrument)
He writes with a pen. (means)
The flowers were wet with dew. (on account of)

Indicates cause, because of, owing to; as,
He was trembling with fear.
He was dying with hunger.
Her face was wet with tears.

In phrases : Deal with, agree with (a person), do away with, part with, down with, fight with; as,
He won't part with these books.
Down with the tyrant!

In the possession of or in the care of; as,
They left their luggage with one of their old friend.
The money is safe with my father.
Leave the baby with its aunt.

Indicates qualities or characteristic; as,
I saw a girl with blue eyes.
She is a woman with an angry look in her eyes.
He came home with a broken arm.

Indicates relationship or accompaniment; as,
Ratan lives with his parents.
I play with Maneesh and Lokesh.

To

Suggest direction, destination; as,
He goes to school daily.
He threw the ball to me.
Jaipur is to the south of Sikar.

(of time) till; as,
Our office works from 10 to 5 p.m.

In the sense of **as far as**; as,
There is corruption from top to bottom.
Netaji Subhash Chandra is famous from east to west.

Shows comparison with these words : prefer, junior, senior, inferior, superior, prior; as,
Raman is junior to me.
Your watch is inferior to mine.
I prefer milk to tea.

Under

In the state of; as,
He is under stress.
The road is under repairs.
He is living under as assumed name.

Lower than : vertically below; as,
We were sitting under the tree.
I want to sit under the fan.
There is nothing new under the sun.

Covered by; as,
She hid her face under the bedcover.
The railway line remained under water for two days.

Without

Not having, free from; as,
Don't drive two wheeler without helmet.
Don't go out without your hat on.
We can't live without oxygen and water.
He can't speak English without making mistakes.

PREPOSITIONS AFTER CERTAIN WORDS

Certain nouns, adjectives, participles used as adjectives and verbs require particular prepositions. Here we give a list of some words that take particular prepositions. It is only wide reading and use of the language that will help you to master these combinations. A good dictionary will give the prepositions to be used after certain words.

Noun followed by

1. **From :** absolution, abstinence, digression, escape, freedom, respite.
2. **Of :** abhorrence, assurance, consequence, distrust, example, experience, proof.
3. **For :** affection, affinity, anxiety, apology, appetite, aptitude, candidate, capacity,

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contempt, defence, desire, liking, motive, passion, pity, reputation.

4. **With :** acquaintance, agreement, alliance, comparison, correspondence, difficulty, enmity, intimacy, relations.
5. **To :** access, allegiance, alternative, approach, attention, exception, indifference, key, limit, objection, opposition, reference, resemblance, sequel, supplement, tendency, traitor.

Adjectives and Participles followed by

1. **For :** anxious, conspicuous, destined, eager, eligible, enough, famous, fit, liable, prepared, qualified.
2. **Of :** accused, acquitted, afraid, apprehensive, ashamed, aware, bereft, capable, certain, characteristic, confident, convicted, covetous, critical, desirous, devoid, easy, frightened, fond, greedy, guilty, ignorant, negligent, nervous, proud, sanguine, slow, suspicious, terrified, tired, tolerant, weary, worthy
3. **In :** absorbed, accomplished, accurate, correct, defective, deficient, experienced, implicated, interested, involved, proficient, successful.
4. **With :** acquainted, afflicted, compatible, consistent, conversant, endowed, infected, infested, replete, wrong.
5. **To :** according, acceptable, accustomed, addicted, adjacent, akin, alive, amenable, analogous, applicable, blind comparable, conducive, contrary, deaf, detrimental, due, entitled, equal, essential, exposed, favourable, hostile, incidental, inclined, indebted, indifferent, indigenous, inimical, impervious, irrelevant, liable, obliged, owing, partial, restricted, sacred, sensitive, tantamount, tolerant.

Verbs followed by

1. **From :** abstain, alight, desist, detract, deviate, digrees, emerge, prevent, prohibit, protect, recover, refrain.
2. **For :** atone, beg, care, feel, hope, long, mourn, pine, prepare, wait, wish, yearn.
3. **Of :** accuse, acquit, approve, beware, boast, complain, consist, despair, disapprove, dispose, dream, repent.
4. **In :** acquiesce, believe, dabble, deal, delight, excel, indulge, involve, persevere, persist, succeed in.
5. **On :** comment, decide, depend, dwell, embark, encroach, impose, insist, live, rely, subsist.
6. **To :** accede, adapt, adhere, admit, allude, ascribe, aspire, assent, attend, belong, conform, listen, object, occur, refer, resort, revert, stoop, succumb, yield
7. **With :** argue, associate, bear, clash, coincide, compete, comply, cope, credit, dispense, part, quarrel, sympathise, vie.

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EXERCISE (SOLVED)

1. Fill in the blanks with appropriate prepositions

1. He was standing _____ the door, waiting for his turn.
2. She is confident _____ her ability to win the competition.
3. The cat jumped _____ the table to catch the butterfly.
4. They have been living in this house _____ five years.
5. He ran _____ the hill to catch the last glimpse of the sunset.
6. She insisted _____ attending the meeting despite being unwell.
7. The agreement was signed _____ both parties yesterday.
8. The book was placed _____ the shelf for easy access.

Ans :

1. at

"At" specifies a particular position or point in space. In this sentence, it describes the person standing near the door while waiting for their turn, emphasizing proximity and location.

2. in

"In" is used here to show confidence in a particular ability. This preposition connects a person's belief with their skill, highlighting trust or assurance in their capability to win.

3. onto

"Onto" indicates movement towards a surface. In this context, it explains the cat jumping onto the table to catch the butterfly, stressing motion and direction.

4. for

"For" is used to express the duration of an action or event. Here, it specifies how long someone has been living in the house, focusing on the continuity of time.

5. up
"Up" describes movement in an upward direction. It emphasizes the subject's action of running towards the top of the hill to catch the sunset, signifying ascent.

6. on
"On" is used to emphasize persistence or insistence in an action. In this case, it describes someone insisting on attending a meeting despite being unwell, indicating determination.

7. between
"Between" refers to something involving two entities. In this sentence, it emphasizes that the agreement was signed by two distinct parties, specifying mutual consent or involvement.

8. on
"On" refers to placement or position on a surface. Here, it explains that the book is placed on the shelf to make it easily accessible, indicating its precise location.

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2. Fill in the blanks with appropriate prepositions
1. He traveled _____ the world to gather information for his book.
2. The children hid _____ the bed during the game.
3. I prefer coffee _____ tea in the morning.
4. The keys are lying _____ the desk.
5. She walked slowly _____ the aisle, looking for her seat.
6. He is responsible _____ completing this project on time.
7. The bridge was built _____ the river to connect the two villages.
8. The team congratulated him _____ his excellent performance.

Ans :

1. around
"Around the world" conveys traveling globally to various places. The preposition "around" emphasizes movement in a circular or comprehensive manner, capturing the idea of visiting multiple locations across the globe for information gathering.

2. under
"Under the bed" specifies a location below the bed's surface. This preposition highlights the children's hiding spot during the game, indicating their position in relation to the object above them.

3. to
"Prefer coffee to tea" is the correct expression to show preference. The preposition "to" links two options, highlighting the speaker's choice of one over the other, as per common English usage.

4. on
"On the desk" describes the keys' placement directly on the surface. "On" is used to indicate contact with a flat surface, making it the appropriate preposition for describing the location.

5. along
"Along the aisle" describes movement from one end of the aisle to another, emphasizing direction and alignment with the path, commonly used for linear spaces like aisles, roads, or corridors.

6. for
"Responsible for" expresses accountability or obligation. It is the correct collocation in English, used to attribute responsibility for tasks or outcomes to a specific person or entity.

7. over
"Over the river" describes the bridge's position spanning across the river. This preposition signifies a connection between two sides of the river, emphasizing the bridge's role in linking them.

8. on
"Congratulated on" is the proper phrase to express recognition or praise for an achievement. "On" connects the act of congratulation to the reason for the praise, such as an excellent performance.

3. Fill in the blanks with appropriate prepositions
1. The teacher explained the concept _____ great detail.
2. He jumped _____ the wall to escape the stray dog.
3. We arrived _____ the station just in time to catch the train.
4. She has always been kind _____ others, even in tough situations.
5. The meeting will be held _____ 3 p.m. tomorrow.
6. The bird flew _____ the window and perched on the branch.
7. He apologized _____ his mistake sincerely.
8. She succeeded _____ overcoming all her fears.

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17. Fill in the blanks with appropriate prepositions

1. He fell _____ the stairs and injured his leg.
2. The child was curious _____ the new toy in the store.
3. She has been invited _____ the annual meeting as the chief guest.
4. The audience clapped _____ the performer's incredible skills.
5. They are searching _____ the missing document in the office.
6. The parcel will be delivered _____ a week.
7. He congratulated her _____ her success in the competition.
8. The teacher was strict _____ maintaining discipline in the class.

Ans :

1. down

"Fell down the stairs" indicates movement from a higher position to a lower one. The preposition "down" appropriately describes this downward motion.

2. about

"Curious about the new toy" is the correct expression to convey interest or eagerness to know more about something. "About" is used for topics or subjects of curiosity.

3. to

"Invited to the annual meeting" is correct to show an invitation extended for attendance. "To" specifies the event or destination one is being invited to.

4. for

"Clapped for the performer" conveys appreciation or acknowledgment of the performer's skills. The preposition "for" connects the action (clapping) to its reason.

5. for

"Searching for the missing document" is the correct phrase to indicate the act of looking for something. "For" indicates the object or goal of the search.

6. within

"Delivered within a week" specifies a time frame in which something will happen. The preposition "within" refers to a period not exceeding a specific limit.

7. on

"Congratulated her on her success" is the correct expression to show acknowledgment of an achievement. "On" connects the action of congratulating to the occasion.

8. about

"Strict about maintaining discipline" indicates being firm or uncompromising regarding a specific matter. The preposition "about" connects the strictness to the related topic.

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18. Fill in the blanks with appropriate prepositions

1. The tourists were amazed _____ the beauty of the waterfall.
2. She looked _____ the old photographs with nostalgia.
3. The car was parked _____ the side of the road.
4. They were sitting _____ the campfire, singing songs.
5. He applied _____ a new job at the company.
6. The book was written _____ a famous author.
7. She was delighted _____ the surprise party organized by her friends.
8. The key was hidden _____ the flowerpot on the porch.

Ans :

1. at

"Amazed at the beauty" expresses admiration or wonder directed toward something. The preposition "at" indicates the focus of amazement, making it suitable for describing the tourists' reaction to the waterfall.

2. through

"Looked through the old photographs" conveys the act of examining or glancing at multiple items. The preposition "through" suggests moving one's gaze sequentially over a collection, such as photographs.

3. by

"Parked by the side of the road" specifies a position next to something. "By" appropriately describes the car's location relative to the road.

4. around

"Sitting around the campfire" suggests a group seated in a circular arrangement with the fire in the center. "Around" emphasizes the spatial orientation of the people.

5. for

"Applied for a new job" is a common phrase indicating a formal request or submission to be considered for something. The preposition "for" connects the action to the goal.

8. in
"In time to catch the flight" signifies arriving early enough to perform an action. The preposition "in" contrasts with "on time," which refers to punctuality, while "in time" suggests a margin of safety.

5. Fill in the blanks with appropriate prepositions
1. The dog barked _____ the stranger entering the house.
2. He is looking _____ a solution to this complex problem.
3. The car broke down _____ the highway, causing a delay.
4. They danced _____ the music all night long.
5. The old man rested _____ the shade of the tree.
6. She is good _____ solving puzzles quickly.
7. He threw the ball _____ the basket with great precision.
8. The artist is famous _____ her unique style of painting.

Ans :

1. at
"Barked at" is used to describe the dog's reaction to the stranger. The preposition "at" indicates the target of the dog's barking, making it the appropriate choice for this sentence.

2. for
"Looking for" expresses the act of searching or seeking. The preposition "for" connects the verb "looking" to the object being searched, in this case, a solution.

3. on
"Broke down on the highway" describes the car's location during its mechanical failure. The preposition "on" is used to indicate the surface or area where the event occurred.

4. to
"Danced to the music" emphasizes movement in response to the rhythm. The preposition "to" indicates the relationship between the action of dancing and the source of the music.

5. under
"Rested under the shade" specifies the location below the tree's canopy where the old man rested. "Under" is used to describe a position beneath something providing coverage or shelter.

6. at
"Good at solving puzzles" expresses skill or competence in an activity. The preposition "at" is used to connect the adjective "good" with the specific ability being mentioned.

7. into
"Threw the ball into the basket" describes the motion of the ball entering the basket. The preposition "into" emphasizes movement from outside to inside, highlighting precision.

8. for
"Famous for her unique style" indicates the reason for the artist's fame. The preposition "for" connects the subject to the quality or action that defines her reputation.

6. Fill in the blanks with appropriate prepositions
1. The treasure was hidden _____ the cave for centuries.
2. He was annoyed _____ his younger brother for interrupting him.
3. They sailed _____ the river, enjoying the peaceful surroundings.
4. The train is arriving _____ the platform in a few minutes.
5. She remained calm _____ the chaos around her.
6. The painting was admired _____ everyone at the exhibition.
7. He struggled _____ the heavy bag as he climbed the stairs.
8. The students are preparing _____ their final exams diligently.

Ans :

1. in
"Hidden in the cave" describes the treasure's location within the cave. The preposition "in" is used to indicate something being inside or enclosed within a specific space.

2. with
"Annoyed with" is a common collocation used to express irritation toward someone. In this case, it connects the person's feelings to the action of the younger brother.

3. along
"Sailed along the river" indicates movement parallel to the river's course. The preposition "along" describes traveling beside or in the direction of a pathway, such as a river.

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Ans :

1. in
"In" is used to indicate thoroughness or depth. Here, it specifies that the teacher explained the concept comprehensively, focusing on every aspect with great detail, emphasizing a deep understanding of the subject.

2. over
"Over" indicates movement across an obstacle. In this context, it describes the action of jumping to escape, emphasizing a clear motion from one side of the wall to the other.

3. at
"At" denotes a specific point in time or location. In this sentence, it refers to arriving at the station just in time, emphasizing precision in reaching the destination.

4. to
"To" shows connection or direction towards someone. It describes kindness directed towards others, highlighting her consistent and thoughtful behavior even during challenging situations.

5. at
"At" indicates a specific time. Here, it denotes when the meeting is scheduled, emphasizing the exact hour of occurrence without ambiguity.

6. through
"Through" indicates movement within and out of an enclosed area. It describes the bird's flight passing into the window space and exiting to perch on the branch.

7. for
"For" is used to show the reason for an apology. In this case, it links the mistake as the cause of the apology, stressing responsibility and sincerity.

8. in
"In" denotes success or achievement within a particular task. Here, it emphasizes her accomplishment in overcoming her fears, showcasing her ability to face and conquer challenges.

4. Fill in the blanks with appropriate prepositions

1. He divided the cake _____ all the children present.
2. The letter was written _____ a pen on handmade paper.
3. The students were warned _____ talking during the exam.
4. She prefers working _____ her own rather than in a team.
5. The cyclist raced _____ the track with incredible speed.
6. The couple will be moving _____ their new house next week.
7. She was grateful _____ her friends for supporting her.
8. He reached the airport _____ time to catch the flight.

Ans :

1. among
"Among all the children" implies dividing the cake between multiple individuals. The preposition "among" is used when referring to distribution involving more than two people or things, emphasizing sharing within a group.

2. with
"Written with a pen" indicates the tool used for writing. The preposition "with" is commonly used to specify the instrument or means by which an action is performed, such as writing or drawing.

3. against
"Warned against talking" highlights a caution or prohibition regarding an action. The preposition "against" is used to express a warning or opposition to something, making it appropriate for this sentence.

4. on
"On her own" conveys the idea of independence in working. The preposition "on" is commonly used with "own" to emphasize self-reliance or autonomy, contrasting teamwork with individual effort.

5. along
"Raced along the track" describes movement in a linear direction. "Along" is the correct preposition to indicate progress or motion following a path, often used for roads, tracks, or corridors.

6. into
"Moving into their new house" refers to entering and settling in a new residence. The preposition "into" emphasizes movement toward the interior of a space, such as a house or room.

7. to
"Grateful to her friends" expresses appreciation directed toward someone. "To" is the correct preposition to indicate the recipient of gratitude or acknowledgment, as commonly used in English.

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8. The teacher distributed the books _____ the students before the class started.

Ans :

1. with
"Walked with his cane" indicates the old man using the cane as a support. The preposition "with" signifies the instrument or tool aiding the action.

2. between
"Situated between the mountains and the sea" describes the town's location. The preposition "between" is used to specify a place lying in the middle of two distinct points.

3. at
"Stayed at the hotel" indicates the place where they resided temporarily. The preposition "at" is appropriate for specific locations, like a hotel.

4. on
"Shattered on the floor" describes the impact point of the glass. The preposition "on" specifies the surface where the action occurred.

5. for
"Praised the team for their outstanding performance" explains the reason for the praise. The preposition "for" is used to denote the cause or reason behind an action.

6. on
"Spends hours on the phone" means she uses the phone for long periods. The preposition "on" is commonly used when referring to devices like phones.

7. by
"Shocked by the news" indicates the source or cause of the shock. The preposition "by" is used to connect the action with its initiator or source.

8. among
"Distributed the books among the students" suggests division and sharing within a group. The preposition "among" is used to refer to distribution involving more than two individuals.

9. Fill in the blanks with appropriate prepositions

1. The climbers reached the peak _____ great difficulty.
2. The kids were excited _____ the idea of visiting the amusement park.
3. The principal congratulated the students _____ their achievements.
4. They went for a walk _____ the park after dinner.
5. He is dependent _____ his parents for financial support.
6. She rushed _____ the bus stop to catch the last bus.
7. The statue was made _____ marble and looked magnificent.
8. They discussed the matter _____ the table during the meeting.

Ans :

1. with
"Reached the peak with great difficulty" conveys the manner in which the climbers achieved their goal. The preposition "with" expresses the means or conditions accompanying the action.

2. about
"Excited about the idea" indicates enthusiasm or interest in a specific topic. The preposition "about" is used to show the subject of the excitement.

3. on
"Congratulated the students on their achievements" is the correct collocation. The preposition "on" is used with "congratulate" to specify the reason for the praise.

4. in
"Went for a walk in the park" refers to the location of the activity. The preposition "in" is used to describe being inside an enclosed or specific area.

5. on
"Dependent on his parents" is a standard phrase indicating reliance. The preposition "on" is used to show the object of dependency.

6. to
"Rushed to the bus stop" describes moving toward a specific destination. The preposition "to" is used to express direction or movement toward a place.

7. of
"Made of marble" indicates the material used for the statue. The preposition "of" is used to specify what something is composed of.

8. over
"Discussed the matter over the table" conveys the act of talking about something while sitting at the table. The preposition "over" signifies the medium or place of the discussion.

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4. at
"Arriving at the platform" specifies the train's destination. The preposition "at" is commonly used to indicate a specific point or location, such as a platform.

5. amidst
"Calm amidst the chaos" highlights her composure in the middle of disorder. The preposition "amidst" is used to describe being surrounded by or in the presence of something.

6. by
"Admired by everyone" shows that people appreciated the painting. The preposition "by" is used to indicate the agent performing the action of admiration.

7. with
"Struggled with the heavy bag" describes his difficulty handling the bag. The preposition "with" is used to express effort or struggle involving an object or situation.

8. for
"Preparing for final exams" indicates the purpose of their diligent efforts. The preposition "for" connects the act of preparing to the objective or event being focused on.

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7. Fill in the blanks with appropriate prepositions
1. The team members gathered _____ the conference room for the meeting.
2. The child was hiding _____ the table, giggling softly.
3. She was upset _____ the results despite her hard work.
4. The road passes _____ a beautiful forest before reaching the village.
5. They were impressed _____ his ability to solve the puzzle so quickly.
6. The monument is located _____ the heart of the city.
7. He borrowed a pen _____ his friend during the exam.
8. She completed the assignment _____ any external help.

Ans :

1. in
"Gathered in the conference room" indicates the location where the team members assembled. The preposition "in" is used to show that the meeting occurred within an enclosed space.

2. under
"Hiding under the table" describes the child's position beneath the table. The preposition "under" is used to specify a lower location or position relative to an object.

3. about
"Upset about the results" indicates her emotional reaction to the outcome. The preposition "about" is often used to express a cause or reason for a feeling.

4. through
"Passes through a beautiful forest" describes the road's path going inside and out of the forest. The preposition "through" indicates movement within and across an area.

5. by
"Impressed by his ability" shows admiration for his skill. The preposition "by" connects the source or cause of admiration with the person or object being praised.

6. in
"Located in the heart of the city" specifies the position of the monument within the central area. The preposition "in" indicates inclusion within a defined boundary.

7. from
"Borrowed a pen from his friend" refers to the act of taking something temporarily. The preposition "from" connects the action to the person providing the item.

8. without
"Completed the assignment without any external help" highlights that she achieved the task independently. The preposition "without" emphasizes the absence of assistance or reliance.

8. Fill in the blanks with appropriate prepositions
1. The old man walked _____ his cane, leaning heavily on it.
2. The town is situated _____ the mountains and the sea.
3. They stayed _____ the hotel during their vacation.
4. The glass shattered _____ the floor with a loud crash.
5. The coach praised the team _____ their outstanding performance.
6. She spends hours _____ the phone talking to her friends.
7. He was shocked _____ the news of his friend's accident.

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7. by
"Impressed by the creativity" attributes admiration to someone or something. The preposition "by" identifies the source or cause of the impression.

8. along
"Walked along the narrow bridge" describes movement in a linear direction. The preposition "along" is used for motion following the length of something.

12. Fill in the blanks with appropriate prepositions
1. He was standing _____ the middle of the crowd.
2. They are worried _____ the increasing pollution in the city.
3. She kept her phone _____ the drawer before going out.
4. The airplane flew _____ the clouds during the flight.
5. He agreed _____ the terms and conditions of the contract.
6. She knelt _____ the injured bird, trying to help it.
7. The family gathered _____ the table for dinner.
8. He has been working _____ this project for months.

Ans :

1. in
"In the middle" indicates the person's position being surrounded by the crowd on all sides. The preposition "in" is used to signify inclusion within a particular area or space.

2. about
"Worried about the increasing pollution" shows concern regarding an issue. The preposition "about" expresses the subject or cause of worry or anxiety.

3. in
"Kept her phone in the drawer" denotes placement inside an enclosed space. The preposition "in" is used to describe something being located or stored within a container.

4. above
"Flew above the clouds" describes the airplane's position higher than the clouds. The preposition "above" is used to indicate a location at a greater height or level.

5. to
"Agreed to the terms and conditions" signifies acceptance or compliance. The preposition "to" is paired with "agreed" to specify what was accepted.

6. beside
"Knelt beside the injured bird" indicates proximity or being next to something. The preposition "beside" is used to denote a location at the side of someone or something.

7. around
"Gathered around the table" describes the family forming a circle or group near the table. The preposition "around" is used to convey encircling or surrounding an object.

8. on
"Working on this project" signifies being engaged in a task. The preposition "on" is commonly used to describe the subject or focus of one's effort.

13. Fill in the blanks with appropriate prepositions
1. The boy jumped _____ the swimming pool and started swimming.
2. The necklace was made _____ gold and adorned with diamonds.
3. She was afraid _____ walking alone in the dark.
4. The hikers rested _____ the shade of the trees after their long trek.
5. He glanced _____ his watch to check the time.
6. They traveled _____ train to save time.
7. The artist is working _____ a new sculpture for the exhibition.
8. The cake was baked _____ her mother for the celebration.

Ans :

1. into
"Jumped into the swimming pool" describes movement from outside to inside a body of water. The preposition "into" signifies entry or motion directed toward the interior of a space.

2. of
"Made of gold" explains the material composition of the necklace. The preposition "of" is used to indicate the substance from which something is created or formed.

3. of
"Afraid of walking alone" expresses fear or apprehension toward an activity or situation. The preposition "of" is used to specify the object or cause of fear.

4. under
"Rested under the shade" shows the hikers' position being below or covered by the shade of trees. The preposition "under" denotes a position beneath or covered by something.

5. at
"Glanced at his watch" refers to directing one's eyes quickly toward the watch. The preposition "at" is used to indicate the target of the glance or look.

6. by
"Traveled by train" describes the mode of transportation. The preposition "by" is commonly used to indicate travel via a specific means of transport.

7. on
"Working on a new sculpture" indicates being engaged in the process of creating something. The preposition "on" is used to express the subject of one's effort or activity.

8. by
"Baked by her mother" specifies who performed the action of baking. The preposition "by" is used to indicate the agent or doer of an action.

14. Fill in the blanks with appropriate prepositions
1. The children ran _____ the field playing tag.
2. The flowers were placed _____ the vase on the table.
3. She has a passion _____ painting landscapes and portraits.
4. The meeting was postponed _____ next week due to unforeseen circumstances.
5. He hid the letter _____ the books on the shelf.
6. They succeeded _____ convincing the board members of their proposal.
7. The little boy clung _____ his mother in fear.
8. The concert will begin _____ an hour.

Ans :

1. across
"Ran across the field" describes the children's movement from one side of the field to the other. The preposition "across" indicates motion over or from one side to another.

2. in
"Placed in the vase" explains the position of the flowers being inside the vase. The preposition "in" is used to indicate placement or enclosure within something.

3. for
"Passion for painting" shows a strong liking or enthusiasm toward painting. The preposition "for" expresses the object or purpose of a feeling or activity.

4. to
"Postponed to next week" refers to rescheduling an event to a later time. The preposition "to" is used to indicate the time of an action.

5. among
"Hid the letter among the books" implies the letter was concealed within a group of books. The preposition "among" is used to describe something surrounded by multiple items.

6. in
"Succeeded in convincing" expresses achieving a goal related to convincing the board members. The preposition "in" is used to connect an achievement with the action or task.

7. to
"Clung to his mother" describes the boy holding onto his mother for support or comfort. The preposition "to" indicates attachment or connection to someone or something.

8. in
"Begin in an hour" indicates the time duration until the start of the concert. The preposition "in" is used to denote a period of time before an action takes place.

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15. Fill in the blanks with appropriate prepositions
1. The old house was covered _____ ivy and moss.
2. He is looking forward _____ the holidays to relax and unwind.
3. The accident occurred _____ the crossroads during rush hour.
4. She complimented him _____ his excellent presentation skills.
5. The dog jumped _____ the fence to chase the cat.
6. He borrowed some money _____ his friend to buy a gift.
7. The kids were playing _____ the garden when it started raining.
8. They arrived _____ the airport just in time for their flight.

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Ans :

1. with
"Covered with ivy and moss" describes something being overlaid or coated. The preposition "with" is used to indicate that the house is enveloped or surrounded by ivy and moss.

2. to
"Looking forward to the holidays" expresses anticipation or eagerness. The preposition "to" is used after the phrase "looking forward" to indicate the thing being eagerly awaited.

3. at
"Occurred at the crossroads" specifies the location of the accident. The preposition "at" is used to pinpoint a specific point or place, such as the crossroads.

4. on
"Complimented him on his presentation skills" connects the compliment with its subject. The preposition "on" is used to express the subject of praise or acknowledgment.

5. over
"Jumped over the fence" describes movement from one side of the fence to the other. The preposition "over" is used to indicate motion across a barrier or obstacle.

6. from
"Borrowed some money from his friend" identifies the source. The preposition "from" is used to specify the origin of an item or action, such as borrowing money.

7. in
"Playing in the garden" indicates the location where the kids were playing. The preposition "in" is used to describe being within a specific area or space.

8. at
"Arrived at the airport" specifies the location where they reached. The preposition "at" is used for precise points, such as the airport.

16. Fill in the blanks with appropriate prepositions

1. She sat _____ the bench, watching the sunset.
2. The train passed _____ the tunnel swiftly.
3. He was angry _____ his brother for breaking the toy.
4. The students were warned _____ cheating during the exam.
5. The path leads _____ the forest to a small village.
6. She depends _____ her parents for emotional support.
7. The painting was hung _____ the wall carefully.
8. The athlete was disqualified _____ violating the rules.

Ans :

1. on
"Sat on the bench" describes someone sitting atop a flat surface. The preposition "on" is used to indicate contact with the surface of the bench.

2. through
"Passed through the tunnel" describes movement from one end to the other within the tunnel. The preposition "through" is appropriate for enclosed spaces.

3. with
"Angry with his brother" is the correct usage to indicate frustration or annoyance directed at someone. "With" is commonly used to describe interpersonal anger.

4. against
"Warned against cheating" conveys caution or advice not to do something. The preposition "against" is used to indicate opposition to an action or behavior.

5. through
"Leads through the forest" implies traveling within the forest from one point to another. The preposition "through" describes movement inside an area.

6. on
"Depends on her parents" indicates reliance or trust in someone. The preposition "on" is used to show dependence or reliance.

7. on
"Hung on the wall" describes something being attached to the vertical surface of the wall. "On" is the appropriate preposition to indicate placement.

8. for
"Disqualified for violating the rules" explains the reason for disqualification. "For" is used to specify the cause or justification for an action.

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10. Fill in the blanks with appropriate prepositions

1. The book was lying _____ the table for days.
2. She was nervous _____ the interview but remained composed.
3. He leaned _____ the wall while waiting for the bus.
4. The kids ran _____ the playground, shouting joyfully.
5. The event will take place _____ noon tomorrow.
6. She is well-known _____ her dedication and hard work.
7. The cake was divided _____ the siblings equally.
8. He pointed _____ the map to show the exact location.

Ans :

1. on

"Lying on the table" indicates the placement of the book. The preposition "on" is used to describe something resting on a surface.

2. about

"Nervous about the interview" conveys concern or apprehension regarding an event. The preposition "about" is commonly used to show the reason for a feeling.

3. against

"Leaned against the wall" describes physical support. The preposition "against" is used to indicate contact or pressure on a surface.

4. around

"Ran around the playground" describes movement in a circular or undefined area. The preposition "around" indicates movement or activity within a general space.

5. at

"At noon tomorrow" specifies the exact time of the event. The preposition "at" is used to denote specific points in time.

6. for

"Well-known for her dedication" explains the reason for recognition. The preposition "for" indicates the cause or reason behind her fame.

7. among

"Divided among the siblings" describes the distribution of something between multiple people. The preposition "among" is used for more than two entities.

8. at

"Pointed at the map" indicates the act of directing attention toward something. The preposition "at" is used for specific focus or direction.

11. Fill in the blanks with appropriate prepositions

1. The cat squeezed _____ the small gap in the fence.
2. She is interested _____ learning new languages.
3. The parcel was delivered _____ my house yesterday.
4. He relies _____ his friends for advice in difficult times.
5. The boys quarreled _____ the last piece of cake.
6. The car skidded _____ the icy road and hit a tree.
7. The teacher was impressed _____ the creativity shown in the project.
8. They walked _____ the narrow bridge to reach the other side.

Ans :

1. through

"Squeezed through the small gap" indicates the cat passing from one side to another within a confined space. The preposition "through" is used for movement within a space or opening.

2. in

"Interested in learning" shows engagement or curiosity. The preposition "in" is commonly used with "interested" to denote a subject of focus or involvement.

3. to

"Delivered to my house" refers to the destination where the parcel was sent. The preposition "to" specifies the direction or endpoint of an action.

4. on

"Relies on his friends" shows dependence or trust. The preposition "on" is often used with "relies" to indicate a source of support or help.

5. over

"Quarreled over the last piece" describes a dispute concerning something. The preposition "over" is used to express the subject or cause of disagreement.

6. across

"Skidded across the icy road" describes movement from one side to the other. The preposition "across" is used to indicate a path or area being traversed.

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6. by
"Written by a famous author" attributes the creation of the book to a person. The preposition "by" indicates authorship or agency in this context.

7. with
"Delighted with the surprise party" conveys happiness or satisfaction caused by something. "With" correctly links the feeling of delight to its source.

8. under
"Hidden under the flowerpot" specifies a position beneath an object. The preposition "under" is used to describe something placed below or covered by another item.

19. Fill in the blanks with appropriate prepositions
1. He borrowed a jacket _____ his friend for the trip.
2. She invested her savings _____ a new business venture.
3. They walked _____ the beach, enjoying the cool breeze.
4. The train arrived _____ the station earlier than expected.
5. He was punished _____ his misbehavior in class.
6. She agreed _____ the terms and conditions of the contract.
7. The cat curled up _____ the sofa to sleep.
8. He was aware _____ the risks involved in the expedition.

Ans :

1. from
"Borrowed a jacket from his friend" is correct because "from" indicates the source of the borrowed item. It clarifies the action of receiving something from someone else.

2. in
"Invested her savings in a new business venture" expresses placing resources into something. "In" connects the act of investing to the specific venture.

3. along
"Walked along the beach" describes movement in a direction parallel to the beach. "Along" is used for following a linear path.

4. at
"Arrived at the station" specifies a point of arrival. "At" is suitable to indicate the exact location where the train stopped.

5. for
"Punished for his misbehavior" explains the reason for the punishment. "For" is used to indicate the cause or justification for an action.

6. to
"Agreed to the terms and conditions" is correct because "to" expresses acceptance or consent towards something.

7. on
"Curled up on the sofa" describes the physical position of the cat. "On" is appropriate for an object resting atop a surface.

8. of
"Aware of the risks" indicates knowledge or consciousness about something. "Of" links the state of awareness to its object.

20. Fill in the blanks with appropriate prepositions
1. The children ran _____ the park, laughing and playing.
2. She was cautious _____ spending money unnecessarily.
3. He succeeded _____ convincing the jury of his innocence.
4. They were waiting _____ the bus when it started to rain.
5. The gift was wrapped _____ colorful paper and ribbons.
6. He was late _____ work because of the traffic jam.
7. She smiled _____ the stranger as a gesture of politeness.
8. The boat was tied _____ the dock to prevent it from drifting.

Ans :

1. across
"Ran across the park" indicates movement from one side of the park to the other. "Across" is used for traversing a surface or area.

2. about
"Cautious about spending money unnecessarily" suggests being careful or wary regarding a specific matter. "About" links the caution to the subject.

3. in
"Succeeded in convincing the jury" uses "in" to show success related to a particular effort or achievement.

4. for
"Waiting for the bus" correctly describes the act of expecting something or someone. "For" links the action to its object.

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(iii) The singer gave an outstanding performance. The audience applauded enthusiastically.
(a) The audience applauded enthusiastically because the singer gave an outstanding performance.
(b) The singer gave an outstanding performance although the audience applauded enthusiastically.
(c) The audience applauded enthusiastically unless the singer gave an outstanding performance.
(d) The singer gave an outstanding performance that the audience applauded enthusiastically.

(iv) The boys climbed up the tree. They wanted to pluck some mangoes.
(a) The boys climbed up the tree unless they wanted to pluck some mangoes.
(b) The boys climbed up the tree because they wanted to pluck some mangoes.
(c) The boys climbed up the tree if they wanted to pluck some mangoes.
(d) The boys climbed up the tree so that they wanted to pluck some mangoes.

Ans :

(i) (b) Though the teacher explained the concept, the students didn't understand it.
"Though" introduces contrast, showing that despite the teacher's effort, the students did not grasp the concept. This conjunction effectively emphasizes the unexpected nature of the situation.

(ii) (a) As the road was slippery, the car skidded off the track.
"As" explains the cause-effect relationship, linking the slippery road to the car skidding. This conjunction is suitable for describing a reason in a straightforward manner.

(iii) (a) The audience applauded enthusiastically because the singer gave an outstanding performance.
"Because" provides a clear reason for the enthusiastic applause, linking it to the singer's outstanding performance. It effectively conveys the cause-effect relationship.

(iv) (b) The boys climbed up the tree because they wanted to pluck some mangoes.
"Because" shows the reason for climbing the tree, highlighting the boys' intent to pluck mangoes. It connects the action and purpose in a logical way.

3. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) She missed her flight. She arrived at the airport late.
(a) She missed her flight because she arrived at the airport late.
(b) Unless she arrived at the airport late, she missed her flight.
(c) She missed her flight as she was arriving at the airport late.
(d) She arrived at the airport late so she missed her flight.

(ii) He forgot to lock the door. The thief entered the house.
(a) The thief entered the house as he forgot to lock the door.
(b) He forgot to lock the door unless the thief entered the house.
(c) The thief entered the house although he forgot to lock the door.
(d) If he forgot to lock the door, the thief entered the house.

(iii) They worked day and night. They wanted to complete the project on time.
(a) They worked day and night as they wanted to complete the project on time.
(b) Unless they wanted to complete the project on time, they worked day and night.
(c) They worked day and night if they wanted to complete the project on time.
(d) They worked day and night because they wanted to complete the project on time.

(iv) He tried his best. He could not win the race.
(a) He tried his best but he could not win the race.
(b) Although he tried his best, he could not win the race.
(c) If he tried his best, he could not win the race.
(d) He could not win the race as he tried his best.

Ans :

(i) (a) She missed her flight because she arrived at the airport late.
"Because" clearly expresses the reason for missing the flight, linking her late arrival directly to the consequence. Other options either fail to establish this cause-effect relationship or are grammatically incorrect.

(ii) (a) The thief entered the house as he forgot to lock the door.
"As" establishes the cause-effect relationship, connecting the thief's entry to the unlocked door. This conjunction is concise and appropriate for describing the reason behind the event.

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(iii) The keys are hidden _____ the vase on the table.
(a) under (b) in
(c) behind (d) beside

(iv) The students were sitting _____ the teacher in the classroom.
(a) around (b) beside
(c) before (d) across

Ans :

(i) (a) through
"Flew through the clouds" indicates movement passing within or inside the clouds. "Through" is appropriate to express motion within a space or medium.

(ii) (a) for
"Apologized for his behavior" means expressing regret about something. "For" is the correct preposition to indicate the reason for an apology.

(iii) (c) behind
"Hidden behind the vase" specifies the position of the keys concealed at the rear of the vase. "Behind" is the correct preposition for such placement.

(iv) (c) before
"Sitting before the teacher" describes the students' position directly in front of the teacher. "Before" is the suitable preposition to indicate this relationship.

24. Choose the correct option to fill in the blanks.

(i) She always keeps her phone _____ her bag.
(a) in (b) with
(c) on (d) by

(ii) The train stopped _____ the station for five minutes.
(a) on (b) in
(c) at (d) near

(iii) The lamp hangs _____ the dining table, lighting up the room.
(a) above (b) over
(c) onto (d) on

(iv) He borrowed money _____ his brother to buy a new bike.
(a) from (b) with
(c) by (d) to

Ans :

(i) (a) in
"Keeps her phone in her bag" describes the phone being placed inside the bag. "In" is the correct preposition to indicate an item enclosed within something.

(ii) (c) at
"Stopped at the station" specifies the train's position at a fixed location, the station. "At" is used to pinpoint exact locations.

(iii) (b) over
"Hangs over the dining table" refers to the lamp's position above and slightly covering the table. "Over" correctly conveys this spatial relationship.

(iv) (a) from
"Borrowed money from his brother" uses "from" to indicate the source of the borrowed money. "From" is the proper preposition in this context.

25. Choose the correct option to fill in the blanks.

(i) They walked _____ the riverbank, enjoying the cool breeze.
(a) along (b) over
(c) across (d) beside

(ii) The flowers are _____ the vase on the shelf.
(a) under (b) in
(c) on (d) over

(iii) The ball rolled _____ the bed and disappeared.
(a) over (b) under
(c) through (d) onto

(iv) The teacher distributed the exam sheets _____ the students.
(a) with (b) between
(c) among (d) in

Ans :

(i) (a) along
"Walked along the riverbank" indicates movement following the length of the riverbank. "Along" is the correct preposition to show motion parallel to a specific feature.

(ii) (b) in
"Flowers in the vase" describes their placement inside the vase. "In" is the correct preposition to indicate something enclosed within an object.

(iii) (b) under
"Rolled under the bed" conveys the ball's movement to a position beneath the bed. "Under" is used to describe something below another object.

(iv) (c) among
"Distributed among the students" refers to distributing items to a group. "Among" is used when referring to more than two people or things.

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although) usually come before the dependent clause.
Example : I stayed home because it was raining.

6. Avoid Unnecessary Conjunctions
Don't use a conjunction if it makes the sentence redundant.
Incorrect : She went to the market, and also she bought vegetables.
Correct : She went to the market and bought vegetables.

7. Follow Punctuation Rules
Use commas before conjunctions like but or yet when joining two independent clauses.
Example : I wanted to go, but it was too late.

COMMON MISTAKES

Conjunctions are essential for connecting ideas smoothly, but their incorrect usage can lead to errors in sentence construction. Below are some common mistakes to watch out for when using conjunctions:

1. Using the Wrong Conjunction
Incorrect : He is rich but he is happy.
Correct : He is rich and he is happy.
(Use but to show contrast, not similarity.)

2. Overusing Conjunctions
Incorrect : I went to the market and I bought apples and oranges and bananas.
Correct : I went to the market and bought apples, oranges, and bananas.
(Avoid excessive repetition.)

3. Incorrect Pairing of Correlative Conjunctions
Incorrect : Neither she likes tea or coffee.
Correct : Neither she likes tea nor coffee.
(Use correct correlative pairs, like neither...nor.)

4. Misplacing Conjunctions
Incorrect : I went to the park and enjoyed the scenery.
Correct : I went to the park and enjoyed the scenery.
(Ensure conjunction placement maintains sentence flow.)

5. Omitting Necessary Conjunctions
Incorrect : She is smart talented.
Correct : She is smart and talented.
(Do not skip conjunctions needed to join elements.)

6. Using a Conjunction with Incomplete Clauses
Incorrect : I will come if.
Correct : I will come if you call me.
(Avoid leaving a clause incomplete after the conjunction.)

7. Double Conjunction Usage
Incorrect : Although he was tired, but he continued working.
Correct : Although he was tired, he continued working.
(Do not use two conjunctions together unnecessarily.)

DIFFERENCES BETWEEN CONJUNCTIONS AND PREPOSITIONS

Conjunctions and prepositions are essential components of English grammar, but they serve different purposes. Below is a table to highlight their differences:

Aspect	Conjunctions	Prepositions
Definition	Words that join words, phrases, or clauses.	Words that show the relationship between a noun/ pronoun and other parts of the sentence.
Function	Connects ideas or elements in a sentence.	Indicates location, direction, time, cause, manner, etc.
Placement	Usually placed between the connected parts.	Placed before a noun or pronoun.
Examples	and, but, because, although.	in, on, at, by, under.
Usage	Forms compound or complex sentences.	Provides additional details about the subject or object.
Question Type	"What joins?" or "What links?	"Where?", "When?", "How?", "Why?"

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(ii) (c) inside
"Hidden inside a cave" describes the treasure's location within an enclosed space. "Inside" is the correct preposition to denote placement or concealment within a confined or hollow area.

(iii) (c) about
"Disappointed about not getting the award" expresses emotional dissatisfaction. "About" is used with disappointment to indicate the cause or reason for this feeling, as in "about losing the game."

(iv) (a) under
"Slept under the shade" describes the dog resting beneath the tree's cover. "Under" is the appropriate preposition to indicate something being below or shaded by another object.

29. Choose the correct option to fill in the blanks.

(i) The book fell _____ the table and hit the floor.
(a) off (b) under
(c) in (d) onto

(ii) They moved _____ the city to find better job opportunities.
(a) into (b) at
(c) from (d) with

(iii) The athlete was praised _____ his remarkable performance in the race.
(a) with (b) for
(c) about (d) by

(iv) He looked _____ his bag to find his lost keys.
(a) into (b) over
(c) through (d) in

Ans :

(i) (a) off
"The book fell off the table" indicates that it moved downwards from a surface. "Off" is the correct preposition to describe something detaching or falling from a higher point.

(ii) (a) into
"They moved into the city" expresses transitioning to a new place, with "into" denoting movement from outside to inside. It conveys their action of relocating to the city.

(iii) (b) for
"Praised for his performance" is correct as "for" specifies the reason for the praise. It highlights the remarkable achievement in the athlete's race as the basis for admiration.

(iv) (c) through
"Looked through his bag" means searching thoroughly. "Through" is used to indicate examining the contents of a container or enclosed area, as in this case, his bag.

30. Choose the correct option to fill in the blanks.

(i) The clock hangs _____ the wall in the living room.
(a) on (b) over
(c) at (d) above

(ii) The students were told to distribute the handouts _____ their classmates.
(a) among (b) between
(c) in (d) with

(iii) The fisherman cast his net _____ the river to catch fish.
(a) over (b) in
(c) into (d) onto

(iv) The family is going _____ vacation to the beach next week.
(a) on (b) to
(c) at (d) into

Ans :

(i) (a) on
"The clock hangs on the wall" is correct because "on" describes something attached to or placed against a surface, like a wall in this case.

(ii) (a) among
"Among their classmates" is appropriate as "among" indicates distribution within a group of three or more, referring to their fellow classmates in this context.

(iii) (c) into
"Cast his net into the river" is correct because "into" implies movement towards the inside of something, here representing the net being thrown into the river.

(iv) (a) on
"Going on vacation" is a common phrase where "on" indicates the state of being involved in an activity, in this case, going for a holiday to the beach.

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CHAPTER 8

CONJUNCTIONS

INTRODUCTION

Conjunctions are words that join words, phrases, or clauses to form complete and meaningful sentences. They act as connectors, helping to combine ideas smoothly and make writing clear. Without conjunctions, sentences would be short and disconnected, making communication difficult. For example, in the sentence "I wanted to go, but it started raining," the word but connects two ideas. Conjunctions improve the flow of language, making it easier to express complex thoughts. They are essential for creating well-structured and coherent sentences, which are important in both spoken and written English.

TYPES OF CONJUNCTIONS

Conjunctions are classified into four main categories:

1. **Coordinating Conjunctions** : Coordinating conjunctions join two words, phrases, or clauses of equal grammatical rank. They often link ideas of similar importance or structure.
   Common Examples:
   and, but, or, nor, yet, so, still, for, either, neither, therefore, thus, otherwise
   Examples in Sentences:
   - She must weep or she must die.
   - He is very rich, yet he is not contented.
   - Wise men love truth while fools shun it.
   - He worked hard, therefore he passed.
   - Take this and give that.
2. **Subordinating Conjunctions** : Subordinating conjunctions join a subordinate clause (dependent) to a principal clause (independent). These conjunctions indicate relationships such as time, cause, purpose, condition, comparison and contrast.

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Common Subordinating Conjunctions:
though, although, since, after, as, because, before, lest, as if, as soon as, as long as, as though, than, till, until, if, while, when, whether, unless
Subordinating conjunctions express:

(a) Time
The patient had died before the doctor came.
I will complete my work before it is five.
You have grown weak since I last saw you.

(b) Cause or Reason
I will give it to you since you demand it.
He failed because he did not work hard.
As he was not there, I spoke to his father.

(c) Effect
He is so poor that he cannot pay his fee.
He is so weak that he cannot walk.

(d) Place
I want to live where you live.
Stay where you are.

(e) Purpose
I ran away lest I should be killed.
I eat so that I may live.

(f) Condition
I shall pass if you teach me.
You will fail unless you study.

(g) Comparison
I am happier than you.
She is taller than her sister.

(h) Extent or Manner
He is a good person as far as I know.
He talks as if he were a minister.

(i) Concession or Contrast
Though she was poor, she was happy.
Although they performed their best, they failed.

3. **Correlative Conjunctions** : Correlative conjunctions are used in pairs to connect ideas within a sentence.
   Examples of Correlative Conjunctions:
   (a) Either...or
   Either Rana or his sister will attend the wedding.

(b) Neither...nor
My friend can neither sing nor dance.
(c) Both...and
We offered them both food and drinks.
(d) Not only...but also
He not only studies but also teaches in a school.
(e) Though...yet
Though he is poor, yet he is honest.
(f) So...that
He is so weak that he cannot run.
(g) Hardly/Scarcely...when
Amit was hardly seven years old when his father died.
(h) No sooner...than
No sooner did she reach the school than the bell rang.
(i) Whether...or
I do not know whether she will meet me today or not.

4. **Compound Conjunctions** : Compound conjunctions consist of two or more words that function as a single conjunction.
Examples of Compound Conjunctions:
(a) In order that
The notice was published in order that all might know the facts.
(b) Even if
Such an act would not be kind even if it were just.
(c) As though
He walks as though he were slightly lame.
(d) As well as
The principal as well as the teachers attended the Independence Day function.
(e) As soon as
He took out his umbrella as soon as it started raining.

TRANSFORMATION OF SENTENCES USING CONJUNCTIONS

1. If/Unless
If introduces a conditional clause. Unless replaces "if not" and often requires affirmative sentences.
Examples:
- If you keep patience, you will win. → Unless you keep patience, you will not win.
- If Mayank is not confident, he will not succeed. → Unless Mayank is confident, he will not succeed.

2. As soon as/Hardly/Scarcely/No sooner
These conjunctions are used to describe actions that occur in quick succession.
Rules:
(i) As soon as is used for present and future actions.
(ii) Hardly/scarcely...when and No sooner...than are used for past actions and require inversion.
Examples:
- As soon as the lion roared, the children got panicky.
- No sooner did the lion roar than the children got panicky.
- Hardly had the lion roared when the children got panicky.

3. Too...to/So...that
(i) Too...to implies an extreme condition preventing an action.
(ii) So...that replaces "too...to" and includes negation.
Examples:
- He is too weak to walk further.
- He is so weak that he cannot walk further.
- The chapter is too boring for her to read.
- The chapter is so boring that she cannot read it.

RULES FOR USING CONJUNCTIONS

Conjunctions are crucial for connecting ideas and making sentences meaningful. To use them correctly, follow these rules:

1. Match the Conjunction to the Sentence Context
Use and to add similar ideas, but to show contrast, and or to offer choices.
Example : She likes apples and oranges.
2. Avoid Using Double Conjunctions
Do not use two conjunctions in the same sentence unnecessarily.
Incorrect : Although he was tired, but he worked hard.
Correct : Although he was tired, he worked hard.
3. Use Correct Pairing for Correlative Conjunctions
Always pair correlative conjunctions like either... or, neither...nor correctly.
Example : You can either stay here or leave.
4. Maintain Sentence Balance
Ensure the elements joined by the conjunction are grammatically equal.
Example : He enjoys swimming and cycling.
5. Place Subordinating Conjunctions Properly
Subordinating conjunctions (e.g., because,

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26. Choose the correct option to fill in the blanks.

(i) The child was hiding _____ the curtain, giggling quietly.
(a) under (b) behind
(c) in (d) on

(ii) The event will take place _____ noon tomorrow.
(a) at (b) in
(c) on (d) by

(iii) He looked _____ the window to admire the view of the mountains.
(a) through (b) at
(c) on (d) into

(iv) The company is famous _____ its innovative products.
(a) for (b) of
(c) with (d) about

Ans :

(i) (b) behind
"Hiding behind the curtain" indicates a position concealed from view. "Behind" is the correct preposition to describe something located at the back of another object.

(ii) (a) at
"At noon" refers to a specific point in time. "At" is used with exact times like "noon" or "midnight" to denote a specific moment.

(iii) (a) through
"Looked through the window" means observing something on the other side of a transparent surface. "Through" indicates seeing or passing across a medium.

(iv) (a) for
"Famous for its innovative products" explains the reason for fame. "For" is used to indicate the cause or reason behind recognition or fame.

27. Choose the correct option to fill in the blanks.

(i) The meeting is scheduled _____ 3 PM sharp.
(a) on (b) at
(c) in (d) by

(ii) The kids were jumping _____ the puddles after the rain.
(a) into (b) on
(c) over (d) under

(iii) The manager is responsible _____ handling customer complaints.
(a) for (b) about
(c) to (d) with

(iv) She placed the flowers _____ the center of the dining table.
(a) in (b) on
(c) at (d) over

Ans :

(i) (b) at
"At 3 PM" specifies an exact time for the meeting. "At" is used to indicate specific points in time, such as "at noon" or "at midnight," making it the most appropriate choice here.

(ii) (c) over
"Jumping over the puddles" describes avoiding stepping into them. "Over" is the correct preposition to denote movement above something without contact, emphasizing the action of leaping across.

(iii) (a) for
"Responsible for handling customer complaints" indicates accountability for a specific task. "For" is used to show a person's duty or obligation toward something, making it the proper choice.

(iv) (b) on
"Placed the flowers on the table" describes their position resting on a surface. "On" is used when something is located atop a flat area, such as a table or shelf.

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28. Choose the correct option to fill in the blanks.

(i) He walked _____ the corridor, looking for his classroom.
(a) across (b) along
(c) in (d) on

(ii) The treasure was hidden _____ a cave deep in the mountains.
(a) at (b) under
(c) inside (d) over

(iii) She was disappointed _____ not getting the award.
(a) on (b) for
(c) about (d) with

(iv) The dog slept _____ the shade of the tree during the afternoon.
(a) under (b) over
(c) at (d) in

Ans :

(i) (b) along
"Walked along the corridor" indicates movement in a direction parallel to the length of the corridor. "Along" is used to describe traveling in alignment with something long, like a road, river, or passage.

EXERCISE (SOLVED)

1. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) Stay still. We cannot take your photograph otherwise.
- (a) Stay still, else we cannot take your photograph otherwise.
- (b) Stay still because we can take your photograph otherwise.
- (c) Unless you stay still, we cannot take your photograph.
- (d) If you stay still, we cannot take your photograph.

(ii) Roy's mother rang up the school office. She wanted to enquire about the swimming classes at the summer camp.
- (a) Roy's mother rang up the school office as she wanted to enquire about the swimming classes at the summer camp.
- (b) Roy's mother rang up the school office to enquire about the swimming classes at the summer camp.
- (c) Roy's mother has rung up the school office to enquire about the swimming classes at the summer camp.
- (d) Roy's mother rang up the school office wanting enquiry about the swimming classes at the summer camp.

(iii) I left my keys somewhere. Do you know where they are?
- (a) Do you know where I had left my keys?
- (b) Do you know where my keys were left behind?
- (c) Do you know where I left my keys?
- (d) Do you know where I would have left my keys?

(iv) The captain should not be blamed for the team's defeat. The players should not be blamed for the team's defeat.
- (a) The captain should neither be blamed nor the players should be blamed for the team's defeat.
- (b) Neither the captain nor the players should be blamed for the team's defeat.
- (c) The captain should not be blamed for the team's defeat as the players should not be blamed for the team's defeat.
- (d) The captain should not be blamed for the team's defeat, but the players too should not be blamed for the team's defeat.

Ans :

(i) (c) Unless you stay still, we cannot take your photograph.
"Unless" introduces a condition, clearly stating that staying still is necessary to take the photograph. It links the two ideas effectively, making it the most appropriate choice among the options provided.

(ii) (b) Roy's mother rang up the school office to enquire about the swimming classes at the summer camp.
"To enquire" expresses the purpose of Roy's mother's call to the school office, establishing a direct link between the action and the reason. This makes it concise and grammatically correct.

(iii) (c) Do you know where I left my keys?
"Do you know where I left my keys?" is the simplest and most accurate phrasing to ask about the location of the keys. Other options unnecessarily complicate the sentence or use incorrect tense forms.

(iv) (b) Neither the captain nor the players should be blamed for the team's defeat.
"Neither ... nor" appropriately expresses that both the captain and the players are not to be blamed. This conjunction provides the correct sense of exclusion for the sentence's intent.

2. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) The teacher explained the concept. The students still didn't understand it.
- (a) The teacher explained the concept unless the students didn't understand it.
- (b) Though the teacher explained the concept, the students didn't understand it.
- (c) The teacher explained the concept as the students didn't understand it.
- (d) The students didn't understand it because the teacher explained the concept.

(ii) The road was slippery. The car skidded off the track.
- (a) As the road was slippery, the car skidded off the track.
- (b) The car skidded off the track if the road was slippery.
- (c) Unless the road was slippery, the car skidded off the track.
- (d) The car skidded off the track so the road was slippery.

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5. in
"Wrapped in colorful paper" describes being enclosed or covered by something. "In" denotes the material used for wrapping.

6. for
"Late for work" specifies the destination for which one is delayed. "For" is used to indicate the purpose or goal.

7. at
"Smiled at the stranger" refers to directing a smile towards someone. "At" is used for actions aimed at a person or thing.

8. to
"Tied to the dock" correctly describes attachment to a fixed point. "To" denotes the object of connection or fastening.

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21. Exercise: Choose the correct option to fill in the blanks.

(i) The cat jumped _____ the table to catch the bird.
(a) on (b) over
(c) onto (d) into

(ii) She completed the project _____ two days.
(a) within (b) during
(c) in (d) on

(iii) They decided to walk _____ the river to enjoy the view.
(a) along (b) across
(c) over (d) beside

(iv) He arrived _____ the airport just in time to catch his flight.
(a) in (b) at
(c) to (d) on

Ans :

(i) (c) onto
"Jumped onto the table" describes movement to a position on the surface of the table. "Onto" implies motion from one place to another and is correct in this context.

(ii) (a) within
"Completed the project within two days" means finishing it before the two-day period ends. "Within" is used to indicate a time frame.

(iii) (a) along
"Walk along the river" means walking parallel to or beside the river. "Along" is suitable for paths or directions running next to something.

(iv) (b) at
"Arrived at the airport" specifies reaching a particular location. "At" is used for specific points or locations, such as an airport.

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22. Choose the correct option to fill in the blanks.

(i) He has been waiting _____ the bus for over an hour.
(a) for (b) to
(c) with (d) on

(ii) The dog ran _____ the road to chase the ball.
(a) over (b) across
(c) under (d) through

(iii) She stayed _____ her grandparents during the holidays.
(a) with (b) on
(c) in (d) at

(iv) The books were scattered _____ the floor after the storm.
(a) on (b) over
(c) along (d) under

Ans :

(i) (a) for
"Waiting for the bus" means anticipating its arrival. "For" is the correct preposition to indicate the reason or object of waiting.

(ii) (b) across
"Ran across the road" indicates movement from one side to the other. "Across" is used to describe crossing over a surface or space.

(iii) (a) with
"Stayed with her grandparents" implies staying in their company. "With" is the appropriate preposition to indicate being in someone's presence.

(iv) (b) over
"Scattered over the floor" suggests a spread-out arrangement across the surface. "Over" is correct to show widespread distribution.

23. Choose the correct option to fill in the blanks.

(i) The plane flew _____ the clouds before landing.
(a) through (b) above
(c) under (d) over

(ii) He apologized _____ his behavior at the party.
(a) for (b) with
(c) to (d) at

(iii) (d) They worked day and night because they wanted to complete the project on time.
"Because" indicates the purpose for their effort, linking their hard work directly to their goal. Other options, such as "unless" or "if," imply conditions that are illogical here.

(iv) (b) Although he tried his best, he could not win the race.
"Although" introduces contrast, emphasizing that despite his effort, he did not succeed. This conjunction effectively highlights the unexpected outcome, making it the most suitable choice.

4. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) He is very wealthy. He does not share his wealth with others.
(a) Although he is very wealthy, he does not share his wealth with others.
(b) He does not share his wealth with others because he is very wealthy.
(c) Unless he is wealthy, he does not share his wealth with others.
(d) He does not share his wealth with others although he is very wealthy.

(ii) The teacher punished the student. The student was caught cheating in the exam.
(a) As the student was caught cheating in the exam, the teacher punished him.
(b) The teacher punished the student although he was caught cheating in the exam.
(c) If the student was caught cheating in the exam, the teacher punished him.
(d) Unless the student was caught cheating in the exam, the teacher punished him.

(iii) The children stopped playing. It began to rain heavily.
(a) The children stopped playing although it began to rain heavily.
(b) The children stopped playing because it began to rain heavily.
(c) The children stopped playing as it had begun to rain heavily.
(d) Unless it began to rain heavily, the children stopped playing.

(iv) She practised diligently. She wanted to win the competition.
(a) She practised diligently as she wanted to win the competition.
(b) She practised diligently unless she wanted to win the competition.
(c) She practised diligently so that she could win the competition.
(d) She practised diligently if she wanted to win the competition.

Ans :

(i) (a) Although he is very wealthy, he does not share his wealth with others.
"Although" introduces contrast, highlighting the surprising fact that despite being wealthy, he is unwilling to share. Other options fail to emphasize this contradiction effectively.

(ii) (a) As the student was caught cheating in the exam, the teacher punished him.
"As" connects the student's action (cheating) to the consequence (punishment), establishing a clear cause-effect relationship. Other options either imply incorrect reasoning or do not convey the intended meaning.

(iii) (b) The children stopped playing because it began to rain heavily.
"Because" provides the reason for the children stopping their play, linking it directly to the heavy rain. This choice is logical and effectively conveys the cause-effect relationship.

(iv) (c) She practised diligently so that she could win the competition.
"So that" expresses the purpose of her diligent practice, showing her intent to win the competition. This conjunction clearly conveys her motivation, making it the most appropriate choice.

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5. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) He did not prepare for the test. He failed miserably.
(a) He failed miserably although he did not prepare for the test.
(b) He failed miserably because he did not prepare for the test.
(c) Unless he prepared for the test, he failed miserably.
(d) He failed miserably as he did not prepare for the test.

(ii) The old man was weak. He could barely walk.
(a) The old man was weak because he could barely walk.
(b) The old man was so weak that he could barely walk.

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(c) The child was crying unless he was hungry.
(d) The child was crying as he was hungry.

(ii) She studied hard for the exam. She wanted to score good marks.
(a) She studied hard for the exam because she wanted to score good marks.
(b) She studied hard for the exam unless she wanted to score good marks.
(c) She studied hard for the exam so that she could score good marks.
(d) She studied hard for the exam although she wanted to score good marks.

(iii) The weather was bad. The flight was delayed.
(a) The flight was delayed as the weather was bad.
(b) Although the weather was bad, the flight was delayed.
(c) The flight was delayed because the weather was bad.
(d) The flight was delayed unless the weather was bad.

(iv) The players practiced daily. They were determined to win the championship.
(a) The players practiced daily so that they could win the championship.
(b) The players practiced daily because they were determined to win the championship.
(c) The players practiced daily unless they were determined to win the championship.
(d) The players practiced daily although they were determined to win the championship.

Ans :

(i) (a) The child was crying because he was hungry.
"Because" clearly shows the reason for the child's crying. The other options do not fit the context: "although" implies a contrast, "unless" introduces a condition, and "as" may seem ambiguous.

(ii) (c) She studied hard for the exam so that she could score good marks.
"So that" indicates the purpose of her studying hard. "Because" would imply a reason rather than a purpose, while "although" and "unless" do not logically connect the clauses.

(iii) (c) The flight was delayed because the weather was bad.
"Because" establishes a direct cause-and-effect relationship between the bad weather and the flight delay. "Although" implies contrast, and "unless" does not convey the intended meaning.

(iv) (a) The players practiced daily so that they could win the championship.
"So that" effectively conveys the players' purpose for practicing daily. "Because" would imply the reason rather than the purpose, while "unless" and "although" are not suitable for this context.

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12. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) The students stayed in the classroom. It was raining heavily.
(a) The students stayed in the classroom because it was raining heavily
(b) The students stayed in the classroom as it was raining heavily.
(c) The students stayed in the classroom unless it was raining heavily.
(d) The students stayed in the classroom although it was raining heavily.

(ii) He missed the bus. He did not leave home on time.
(a) He missed the bus because he did not leave home on time
(b) He missed the bus although he did not leave home on time.
(c) He missed the bus unless he did not leave home on time.
(d) He missed the bus as he did not leave home on time.

(iii) She worked overtime. She wanted to complete the project by the deadline.
(a) She worked overtime because she wanted to complete the project by the deadline.
(b) She worked overtime so that she could complete the project by the deadline.
(c) She worked overtime unless she wanted to complete the project by the deadline.
(d) She worked overtime although she wanted to complete the project by the deadline.

(iv) The alarm rang. He woke up immediately.
(a) As soon as the alarm rang, he woke up immediately.
(b) The alarm rang because he woke up immediately.
(c) The alarm rang although he woke up immediately.
(d) The alarm rang unless he woke up immediately.

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(ii) (d) The thief hid in the bushes as the police were chasing him.
"As" expresses the reason for the thief's action, connecting the hiding to the immediate situation of being chased by the police. This option captures the cause-effect relationship clearly and naturally in this context.

(iii) (b) She borrowed a book from the library as she wanted to prepare for the exam.
"As" provides a clear reason for her action (borrowing the book), linking it to her intent to study. The sentence effectively explains her motivation for visiting the library and makes logical sense.

(iv) (c) The road was blocked as the heavy rain caused a landslide.
"As" links the cause (landslide) to the effect (roadblock), explaining the situation with clarity. The conjunction introduces the reason for the road being blocked in a straightforward, contextually appropriate manner.

7. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) She was upset. She could not attend her best friend's wedding.
(a) She was upset because she could not attend her best friend's wedding.
(b) Unless she could attend her best friend's wedding, she was upset.
(c) She could not attend her best friend's wedding although she was upset.
(d) She could not attend her best friend's wedding since she was upset.

(ii) The teacher explained the topic thoroughly. The students still had doubts.
(a) Although the teacher explained the topic thoroughly, the students still had doubts.
(b) The students still had doubts because the teacher explained the topic thoroughly.
(c) The teacher explained the topic thoroughly unless the students still had doubts.
(d) The students had doubts since the teacher did not explain the topic thoroughly.

(iii) You must submit the form. You will not be allowed to appear for the exam.
(a) You must submit the form because you will not be allowed to appear for the exam.
(b) You must submit the form or you will not be allowed to appear for the exam.
(c) You will not be allowed to appear for the exam unless you submit the form.
(d) Unless you submit the form, you must appear for the exam.

(iv) The alarm rang. He woke up immediately.
(a) The alarm rang unless he woke up immediately.
(b) As the alarm rang, he woke up immediately.
(c) He woke up immediately because the alarm rang.
(d) No sooner did the alarm ring than he woke up immediately.

Ans :

(i) (a) She was upset because she could not attend her best friend's wedding.
"Because" explains the reason for her being upset, directly linking it to her inability to attend the wedding. This choice expresses the cause-effect relationship clearly and is the most appropriate.

(ii) (a) Although the teacher explained the topic thoroughly, the students still had doubts.
"Although" introduces a contrast between the teacher's thorough explanation and the students' lingering doubts. This conjunction highlights the unexpected nature of the situation, making it contextually accurate.

(iii) (c) You will not be allowed to appear for the exam unless you submit the form.
"Unless" sets a condition, stating that submitting the form is necessary to appear for the exam. This conjunction effectively emphasizes the dependency between the two actions.

(iv) (d) No sooner did the alarm ring than he woke up immediately.
"No sooner...than" emphasizes the immediacy of his action upon hearing the alarm. This construction appropriately conveys the sequence of events with urgency and clarity.

8. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) She was late for the interview. She missed the bus.
(a) She missed the bus because she was late for the interview.
(b) She was late for the interview as she missed the bus.
(c) She missed the bus unless she was late for the interview.
(d) She was late for the interview since she missed the bus.

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(c) Unless the old man was weak, he could barely walk.
(d) The old man could barely walk although he was weak.

(iii) The travelers rested under the tree. It was very hot outside.
(a) The travelers rested under the tree because it was very hot outside.
(b) The travelers rested under the tree as it was very hot outside.
(c) The travelers rested under the tree although it was very hot outside.
(d) The travelers rested under the tree unless it was very hot outside.

(iv) She must leave now. She will miss the bus.
(a) She must leave now because she will miss the bus.
(b) She must leave now unless she will miss the bus.
(c) She must leave now or she will miss the bus.
(d) She must leave now if she does not want to miss the bus.

Ans :

(i) (b) He failed miserably because he did not prepare for the test.
"Because" shows the reason for his failure, connecting it directly to his lack of preparation. This conjunction clearly conveys the cause-effect relationship, making it the most logical choice.

(ii) (b) The old man was so weak that he could barely walk.
"So...that" effectively expresses the extent of the old man's weakness and its result (barely walking). This conjunction structure is suitable for showing the intensity of the situation.

(iii) (a) The travelers rested under the tree because it was very hot outside.
"Because" explains the reason for the travelers' decision to rest under the tree, linking their action to the hot weather. This option best describes the logical relationship.

(iv) (d) She must leave now if she does not want to miss the bus.
"If" introduces a condition, emphasizing that leaving now is necessary to avoid missing the bus. This conjunction appropriately shows the conditional nature of the situation.

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6. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) He studied late at night. He wanted to finish the project on time.
(a) He studied late at night so that he could finish the project on time.
(b) He studied late at night because he wanted to finish the project on time.
(c) Unless he wanted to finish the project on time, he studied late at night.
(d) He studied late at night although he wanted to finish the project on time.

(ii) The thief hid in the bushes. The police were chasing him.
(a) The thief hid in the bushes because the police were chasing him.
(b) The police were chasing the thief although he hid in the bushes.
(c) Unless the police were chasing him, the thief hid in the bushes.
(d) The thief hid in the bushes as the police were chasing him.

(iii) She borrowed a book from the library. She wanted to prepare for the exam.
(a) She borrowed a book from the library if she wanted to prepare for the exam.
(b) She borrowed a book from the library as she wanted to prepare for the exam.
(c) Unless she wanted to prepare for the exam, she borrowed a book from the library.
(d) She borrowed a book from the library although she wanted to prepare for the exam.

(iv) The road was blocked. The heavy rain caused a landslide.
(a) The heavy rain caused a landslide although the road was blocked.
(b) The road was blocked because the heavy rain caused a landslide.
(c) The road was blocked as the heavy rain caused a landslide.
(d) Unless the road was blocked, the heavy rain caused a landslide.

Ans :

(i) (a) He studied late at night so that he could finish the project on time.
"So that" introduces purpose, showing that his action (studying late) aimed to meet a specific goal (finishing the project). The sentence conveys his intent in a concise manner, linking his effort to the result.

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Ans :

(i) (b) She walked very fast as she wanted to catch the train.
"As" effectively connects her fast walking to her intent to catch the train, establishing a cause-effect relationship. This choice is both grammatically correct and contextually suitable for the situation described.

(ii) (b) Many trees were uprooted because the storm was very powerful.
"Because" explains the direct relationship between the powerful storm and the uprooting of trees. This conjunction provides clarity by linking the cause (storm) to the effect (trees uprooted).

(iii) (c) The dog barked continuously as it wanted to alert the owner.
"As" explains the dog's action, showing that its barking was intended to alert the owner. This conjunction appropriately conveys the connection between the reason and the behavior.

(iv) (d) He failed in the exam as he did not study properly.
"As" establishes the causal link between his failure and his lack of preparation. It is concise and effectively conveys the relationship between the two actions.

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10. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) He stayed at home. He was feeling unwell.
(a) He stayed at home because he was feeling unwell.
(b) He stayed at home as he was feeling unwell.
(c) Unless he was feeling unwell, he stayed at home.
(d) He stayed at home although he was feeling unwell.

(ii) The guests left early. They had a long journey ahead.
(a) The guests left early although they had a long journey ahead.
(b) The guests left early because they had a long journey ahead.
(c) Unless the guests had a long journey ahead, they left early.
(d) The guests left early as they had a long journey ahead.

(iii) He practiced every day. He wanted to win the competition.
(a) He practiced every day unless he wanted to win the competition.
(b) He practiced every day so that he could win the competition.
(c) He practiced every day because he wanted to win the competition.
(d) He practiced every day as he wanted to win the competition.

(iv) She was very tired. She decided to take a nap.
(a) She decided to take a nap as she was very tired.
(b) She was very tired because she decided to take a nap.
(c) Unless she was tired, she decided to take a nap.
(d) Although she was tired, she decided to take a nap.

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Ans :

(i) (b) He stayed at home as he was feeling unwell.
"As" introduces the reason for his staying at home, directly linking it to his feeling unwell. This choice emphasizes the cause-effect relationship effectively and fits the context naturally.

(ii) (d) The guests left early as they had a long journey ahead.
"As" explains the reason for the guests leaving early, showing their need to prepare for their long journey. This option clearly establishes the link between their action and the reason behind it.

(iii) (b) He practiced every day so that he could win the competition.
"So that" expresses the purpose of his daily practice, connecting his efforts to his goal of winning the competition. This conjunction emphasizes his intention clearly and logically.

(iv) (a) She decided to take a nap as she was very tired.
"As" links her decision to take a nap to her feeling of tiredness, clearly explaining the reason for her action. This conjunction effectively conveys the cause-effect relationship.

11. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) The child was crying. He was hungry.
(a) The child was crying because he was hungry.
(b) The child was crying although he was hungry.

this conjunction the most suitable option for the sentence.

17. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) She stayed at home. She was feeling exhausted.
(a) She stayed at home because she was feeling exhausted.
(b) She stayed at home unless she was feeling exhausted.
(c) She stayed at home although she was feeling exhausted.
(d) She stayed at home as she was feeling exhausted.

(ii) He arrived at the station late. He missed the train.
(a) He missed the train because he arrived at the station late.
(b) He missed the train as he arrived at the station late.
(c) He missed the train although he arrived at the station late.
(d) He missed the train unless he arrived at the station late.

(iii) The movie was very interesting. We decided to watch it again.
(a) The movie was very interesting as we decided to watch it again.
(b) We decided to watch the movie again because it was very interesting.
(c) The movie was very interesting unless we decided to watch it again.
(d) We decided to watch the movie again although it was very interesting.

(iv) The child was playing outside. It began to rain.
(a) The child was playing outside unless it began to rain.
(b) The child was playing outside because it began to rain.
(c) The child was playing outside although it began to rain.
(d) The child was playing outside until it began to rain.

Ans :

(i) (a) She stayed at home because she was feeling exhausted."Because" provides the reason for her staying at home. The conjunction appropriately shows the cause-effect relationship between her exhaustion and decision to stay at home. Other options do not convey the same logic.

(ii) (a) He missed the train because he arrived at the station late.
"Because" links his late arrival with missing the train, clearly stating the cause-effect relationship. "Although" implies contrast, which is irrelevant in this case, and "unless" would make the sentence illogical.

(iii) (b) We decided to watch the movie again because it was very interesting.
"Because" logically connects the movie's interesting nature with the decision to watch it again. This choice clearly establishes the reason for their decision, making it the most appropriate.

(iv) (d) The child was playing outside until it began to rain.
"Until" indicates a time relationship, showing that the child's play stopped when the rain started. This conjunction appropriately fits the context of a sequence of events.

18. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) He worked hard. He wanted to achieve his goals.
(a) He worked hard so that he could achieve his goals.
(b) He worked hard because he wanted to achieve his goals.
(c) He worked hard unless he wanted to achieve his goals.
(d) He worked hard although he wanted to achieve his goals.

(ii) The road was slippery. The car skidded off the track.
(a) The car skidded off the track because the road was slippery.
(b) The car skidded off the track unless the road was slippery.
(c) The car skidded off the track although the road was slippery.
(d) The car skidded off the track as the road was slippery.

(iii) He practiced regularly. He improved his performance.
(a) He improved his performance although he practiced regularly.
(b) He practiced regularly as he improved his performance.
(c) He practiced regularly because he improved his performance.
(d) He practiced regularly so that he could improve his performance.

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Ans :

(i) (a) The students stayed in the classroom because it was raining heavily.
"Because" correctly expresses the cause of the students staying in the classroom. "Although" and "unless" are incorrect as they imply contrast or condition, which does not match the context.

(ii) (a) He missed the bus because he did not leave home on time.
"Because" establishes a clear cause-and-effect relationship. "Although" implies contrast, while "unless" does not fit the sentence's intent.

(iii) (b) She worked overtime so that she could complete the project by the deadline.
"So that" expresses purpose, linking her action (working overtime) with her goal (meeting the deadline). "Because" would imply a reason, not a purpose.

(iv) (a) As soon as the alarm rang, he woke up immediately.
"As soon as" highlights the quick sequence of actions, showing he woke up right after the alarm rang. Other options are illogical in this context.

13. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) The children stopped playing. It started to rain heavily.
(a) The children stopped playing because it started to rain heavily.
(b) The children stopped playing unless it started to rain heavily.
(c) The children stopped playing as it started to rain heavily.
(d) The children stopped playing although it started to rain heavily.

(ii) He apologized to his friend. He realized his mistake.
(a) He apologized to his friend as he realized his mistake.
(b) He apologized to his friend because he realized his mistake.
(c) He apologized to his friend unless he realized his mistake.
(d) He apologized to his friend although he realized his mistake.

(iii) She was very tired. She continued working late into the night.
(a) She was very tired as she continued working late into the night.
(b) She continued working late into the night because she was very tired.
(c) Although she was very tired, she continued working late into the night.
(d) She continued working late into the night unless she was very tired.

(iv) The teacher started the lesson. All the students became quiet.
(a) As soon as the teacher started the lesson, all the students became quiet.
(b) The teacher started the lesson although all the students became quiet.
(c) All the students became quiet as the teacher started the lesson.
(d) The teacher started the lesson unless all the students became quiet.

Ans :

(i) (c) The children stopped playing as it started to rain heavily.
"As" indicates a reason (heavy rain) for the children stopping their play. "Because" could also work, but "as" fits better for brevity.

(ii) (b) He apologized to his friend because he realized his mistake.
"Because" shows the cause for his apology. The other options either fail to convey the cause-effect relationship or are grammatically incorrect.

(iii) (c) Although she was very tired, she continued working late into the night.
"Although" expresses contrast, highlighting her effort despite her exhaustion. This contrast makes it the most appropriate choice.

(iv) (a) As soon as the teacher started the lesson, all the students became quiet.
"As soon as" shows an immediate sequence of events, indicating the students quieted down right after the teacher began teaching.

14. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) She stayed up late. She had to complete the assignment.
(a) She stayed up late because she had to complete the assignment.
(b) She stayed up late unless she had to complete the assignment.
(c) She stayed up late so that she could complete the assignment.
(d) She stayed up late although she had to complete the assignment.

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(ii) The child cried loudly. He wanted his mother to pick him up.
(a) The child cried loudly because he wanted his mother to pick him up.
(b) Unless the child wanted his mother to pick him up, he cried loudly.
(c) The child cried loudly as he wanted his mother to pick him up.
(d) The child wanted his mother to pick him up although he cried loudly.

(iii) He studied hard for the exam. He wanted to score good marks.
(a) He studied hard for the exam so that he could score good marks.
(b) Unless he studied hard for the exam, he wanted to score good marks.
(c) He studied hard for the exam because he wanted to score good marks.
(d) He studied hard for the exam as he could score good marks.

(iv) The students were tired. They had been working on the project all day.
(a) The students were tired since they had been working on the project all day.
(b) The students were tired unless they had been working on the project all day.
(c) The students were tired because they had been working on the project all day.
(d) Although the students had been working on the project all day, they were tired.

Ans :

(i) (b) She was late for the interview as she missed the bus.
"As" establishes the cause-effect relationship between missing the bus and being late for the interview. This conjunction effectively highlights the sequence of events and provides a logical flow to the sentence.

(ii) (c) The child cried loudly as he wanted his mother to pick him up.
"As" explains the reason for the child's crying, directly connecting it to his desire to be picked up. This conjunction makes the sentence clear and grammatically correct.

(iii) (a) He studied hard for the exam so that he could score good marks.
"So that" indicates purpose, linking his hard work to his goal of scoring good marks. This option is appropriate as it emphasizes the intent behind his effort.

(iv) (c) The students were tired because they had been working on the project all day.
"Because" provides the reason for their tiredness, linking it to their prolonged work on the project. This choice clearly explains the cause of their fatigue.

9. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) She walked very fast. She wanted to catch the train.
(a) She walked very fast because she wanted to catch the train.
(b) She walked very fast as she wanted to catch the train.
(c) She walked very fast unless she wanted to catch the train.
(d) She walked very fast so that she wanted to catch the train.

(ii) The storm was very powerful. Many trees were uprooted.
(a) Many trees were uprooted as the storm was very powerful.
(b) Many trees were uprooted because the storm was very powerful.
(c) The storm was very powerful unless many trees were uprooted.
(d) Many trees were uprooted although the storm was very powerful.

(iii) The dog barked continuously. It wanted to alert the owner.
(a) The dog barked continuously because it wanted to alert the owner.
(b) Unless the dog wanted to alert the owner, it barked continuously.
(c) The dog barked continuously as it wanted to alert the owner.
(d) Although the dog barked continuously, it wanted to alert the owner.

(iv) He failed in the exam. He did not study properly.
(a) He failed in the exam although he did not study properly.
(b) He failed in the exam because he did not study properly.
(c) Unless he did not study properly, he failed in the exam.
(d) He failed in the exam as he did not study properly.

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(d) The children stopped playing unless it started getting dark.

Ans :

(i) (c) The old man walked slowly as he was weak and tired.
"As" is used here to explain the reason for the old man's slow walking. It introduces a cause-effect relationship and concisely conveys his physical condition affecting his movement, making it the most appropriate choice.

(ii) (c) She left early so that she could attend an important meeting.
"So that" expresses purpose, explaining that her leaving early was intentional to ensure her attendance at the meeting. This conjunction perfectly conveys her reason for leaving early in a purposeful context.

(iii) (a) Although the passengers were still boarding, the train left the platform.
"Although" introduces contrast between the passengers still boarding and the unexpected action of the train leaving. This conjunction highlights the surprising nature of the situation effectively and matches the intended meaning.

(iv) (a) The children stopped playing as it started getting dark.
"As" explains the reason for the children stopping their play, linking their action with the time of day. It appropriately describes the natural reaction to the onset of darkness in this context.

16. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) He couldn't solve the problem. It was very complicated.
(a) He couldn't solve the problem because it was very complicated.
(b) He couldn't solve the problem as it was very complicated.
(c) He couldn't solve the problem unless it was very complicated.
(d) He couldn't solve the problem although it was very complicated.

(ii) The doctor advised her to rest. She was feeling unwell.
(a) The doctor advised her to rest because she was feeling unwell.
(b) The doctor advised her to rest so that she could recover quickly.
(c) The doctor advised her to rest as she was feeling unwell.
(d) The doctor advised her to rest unless she was feeling unwell.

(iii) The boy stayed at home. It was raining heavily outside.
(a) The boy stayed at home unless it was raining heavily outside.
(b) The boy stayed at home although it was raining heavily outside.
(c) The boy stayed at home because it was raining heavily outside.
(d) The boy stayed at home as it was raining heavily outside.

(iv) The teacher praised the student. He had worked hard for the exam.
(a) The teacher praised the student although he had worked hard for the exam.
(b) The teacher praised the student because he had worked hard for the exam.
(c) The teacher praised the student unless he had worked hard for the exam.
(d) The teacher praised the student as he had worked hard for the exam.

Ans :

(i) (b) He couldn't solve the problem as it was very complicated.
"As" links the problem's complexity to his inability to solve it, establishing a logical cause-effect relationship. It is concise and appropriate, while "because" could also work but may sound slightly less fluid.

(ii) (a) The doctor advised her to rest because she was feeling unwell.
"Because" explains the reason behind the doctor's advice. It clearly conveys the cause of the recommendation. Other options, such as "so that" or "unless," do not fit the sentence's intended meaning.

(iii) (c) The boy stayed at home because it was raining heavily outside.
"Because" effectively shows the reason for the boy's decision to stay at home. "As" could also work but is less commonly used for direct cause-effect relationships in this context.

(iv) (b) The teacher praised the student because he had worked hard for the exam.
"Because" establishes the logical reason for the teacher's praise. The student's hard work is directly linked to the teacher's reaction, making

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(ii) He was very hungry. He did not eat the food offered to him.
(a) He did not eat the food offered to him because he was very hungry.
(b) He did not eat the food offered to him although he was very hungry.
(c) He did not eat the food offered to him unless he was very hungry.
(d) He did not eat the food offered to him as he was very hungry.

(iii) The roads were flooded. The city experienced heavy rainfall.
(a) The roads were flooded because the city experienced heavy rainfall.
(b) The roads were flooded as the city experienced heavy rainfall.
(c) The roads were flooded although the city experienced heavy rainfall.
(d) The roads were flooded unless the city experienced heavy rainfall.

(iv) He completed his task. He could leave early for the day.
(a) He completed his task so that he could leave early for the day.
(b) He completed his task because he could leave early for the day.
(c) He completed his task unless he could leave early for the day.
(d) He completed his task although he could leave early for the day.

Ans :

(i) (c) She stayed up late so that she could complete the assignment.
"So that" introduces purpose and clearly explains why she stayed up late. It links her effort (staying up late) with her goal (completing the assignment). This conjunction best expresses the intended cause-effect relationship in this context.

(ii) (b) He did not eat the food offered to him although he was very hungry.
"Although" is used to show contrast between two ideas: his hunger and his refusal to eat. This conjunction effectively highlights the unexpected nature of his action, making it the most appropriate choice for this sentence.

(iii) (b) The roads were flooded as the city experienced heavy rainfall.
"As" establishes the cause-effect relationship between heavy rainfall and flooded roads. This conjunction provides a concise way to explain why the roads were flooded, making it suitable for describing the situation in a straightforward manner.

(iv) (a) He completed his task so that he could leave early for the day.
"So that" conveys purpose and explains his reason for completing the task. It links his action (task completion) with his goal (leaving early). This makes it the most appropriate conjunction to express intent in this context.

15. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) The old man walked slowly. He was weak and tired.
(a) The old man walked slowly because he was weak and tired.
(b) The old man walked slowly although he was weak and tired.
(c) The old man walked slowly as he was weak and tired.
(d) The old man walked slowly unless he was weak and tired.

(ii) She left early. She had an important meeting to attend.
(a) She left early unless she had an important meeting to attend.
(b) She left early as she had an important meeting to attend.
(c) She left early so that she could attend an important meeting.
(d) She left early because she had an important meeting to attend.

(iii) The train left the platform. The passengers were still boarding.
(a) Although the passengers were still boarding, the train left the platform.
(b) The train left the platform because the passengers were still boarding.
(c) The train left the platform as the passengers were still boarding.
(d) The train left the platform unless the passengers were still boarding.

(iv) The children stopped playing. It started getting dark.
(a) The children stopped playing as it started getting dark.
(b) The children stopped playing although it started getting dark.
(c) The children stopped playing because it started getting dark.

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(iv) She heard a noise. She went outside to check.
(a) She went outside to check because she heard a noise.
(b) She heard a noise although she went outside to check.
(c) She went outside to check unless she heard a noise.
(d) She went outside to check as she heard a noise.

Ans :

(i) (a) He worked hard so that he could achieve his goals.
"So that" indicates the purpose behind his hard work, showing the link between his effort and his goals. Other options either fail to convey purpose or incorrectly imply causation.

(ii) (a) The car skidded off the track because the road was slippery.
"Because" explains the cause-effect relationship, showing the slippery road as the reason for the car skidding. Other conjunctions do not correctly reflect this cause.

(iii) (d) He practiced regularly so that he could improve his performance.
"So that" expresses the purpose of his regular practice, linking it to the goal of improving performance. Other options either misinterpret the sentence or do not indicate purpose.

(iv) (a) She went outside to check because she heard a noise.
"Because" explains why she went outside, making it clear that the noise prompted her action. Other conjunctions do not establish this cause-effect relationship effectively.

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19. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) He stayed back at the office. He had a meeting scheduled in the evening.
(a) He stayed back at the office as he had a meeting scheduled in the evening.
(b) He stayed back at the office because he had a meeting scheduled in the evening.
(c) He stayed back at the office although he had a meeting scheduled in the evening.
(d) He stayed back at the office unless he had a meeting scheduled in the evening.

(ii) She practiced daily. She wanted to excel in her performance.
(a) She practiced daily because she wanted to excel in her performance.
(b) She practiced daily so that she could excel in her performance.
(c) She practiced daily although she wanted to excel in her performance.
(d) She practiced daily unless she wanted to excel in her performance.

(iii) The project was completed successfully. It required a lot of hard work and dedication.
(a) The project was completed successfully as it required a lot of hard work and dedication.
(b) The project was completed successfully unless it required a lot of hard work and dedication.
(c) Although the project required a lot of hard work and dedication, it was completed successfully.
(d) The project was completed successfully because it required a lot of hard work and dedication.

(iv) The lights went out suddenly. There was a power failure in the area.
(a) The lights went out suddenly because there was a power failure in the area.
(b) The lights went out suddenly as there was a power failure in the area.
(c) The lights went out suddenly unless there was a power failure in the area.
(d) Although there was a power failure in the area, the lights went out suddenly.

Ans :

(i) (a) He stayed back at the office as he had a meeting scheduled in the evening.
"As" effectively shows the reason for staying back, linking his action to the scheduled meeting. "Because" could also fit, but "as" provides a slightly softer explanation in this context.

(ii) (b) She practiced daily so that she could excel in her performance.
"So that" indicates the purpose of her daily practice, highlighting her intent to excel. This conjunction clearly conveys her goal, making it the most appropriate choice.

(iii) (c) Although the project required a lot of hard work and dedication, it was completed successfully.
"Although" introduces contrast, emphasizing that despite the challenges of hard work and dedication, the project was completed successfully. Other options do not highlight this contrast.

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(ii) The path was slippery ..... it had rained all night.
(a) because (b) although
(c) unless (d) yet

(iii) He was late ..... he missed the bus.
(a) and (b) or
(c) because (d) so

(iv) The train left the station ..... we arrived.
(a) after (b) while
(c) before (d) as

Ans :

(i) (b) so that
"So that" expresses purpose, linking her hard work to her goal of achieving her dreams. It clearly conveys her motivation and is the most appropriate choice here.

(ii) (a) because
"Because" explains the reason for the path being slippery, attributing it to the heavy rain throughout the night. It establishes a direct cause-effect relationship.

(iii) (c) because
"Because" provides the reason for his lateness, connecting it to missing the bus. This choice clearly explains the sequence of events and their causation.

(iv) (c) before
"Before" indicates the sequence of events, showing that the train had already departed when they arrived. It is the most logical and contextually appropriate connector here.

25. Fill in the blanks with suitable connectors.

(i) The book was boring ..... I managed to finish it.
(a) although (b) because
(c) since (d) and

(ii) He spoke softly ..... everyone could hear him clearly.
(a) so that (b) or
(c) as (d) until

(iii) The shop was closed ..... I decided to buy groceries later.
(a) yet (b) and
(c) so (d) because

(iv) The child refused to eat ..... he was hungry.
(a) because (b) although
(c) so (d) unless

Ans :

(i) (a) although
"Although" introduces a contrast, showing that despite the book being boring, the speaker managed to finish it. This connector effectively emphasizes the contradiction in the statement.

(ii) (a) so that
"So that" indicates the purpose of speaking softly, which was to ensure everyone could hear him clearly. This connector establishes a direct link between the action and its intended result.

(iii) (c) so
"So" introduces the result of the shop being closed, which was the decision to buy groceries later. This choice clearly conveys the cause-effect relationship.

(iv) (b) although
"Although" introduces a contrast, highlighting that despite being hungry, the child refused to eat. This connector effectively conveys the unexpected nature of the situation.

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26. Fill in the blanks with suitable sentence connectors in the passage below.
A fire broke out in the building late last night. The residents (i) ..... were sleeping woke up to the sound of alarms. Many of them rushed out of their homes (ii) ..... they were in a panic. The fire brigade arrived quickly (iii) ..... took control of the situation. Some people (iv) ..... were trapped on the upper floors were rescued. The authorities reported that no casualties were recorded in the incident.

Ans :

(i) who
"Who" introduces a relative clause to describe the residents, specifying that they were the ones sleeping during the fire. It helps to identify the subject more clearly.

(ii) because
"Because" explains the reason for the residents rushing out of their homes, linking it to their state of panic. It emphasizes the cause-effect relationship in the context.

(iii) and
"And" connects the two actions of the fire brigade: arriving quickly and taking control of the situation. This conjunction indicates sequential or additional information.

to her diet. This conjunction is the most suitable for expressing this opposition.

(iii) (a) however
"However" introduces a contrasting idea, highlighting that even though the teacher explained the topic repeatedly, some students still did not understand it. This word effectively conveys the contradiction.

(iv) (c) otherwise
"Otherwise" introduces a consequence, showing that if the task is not finished by tomorrow, the meeting will be delayed. This conjunction clearly links the action to its potential outcome.

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22. Fill in the blanks with suitable connectors.

(i) The cat jumped off the table ..... it saw a mouse.
(a) because (b) until
(c) when (d) as

(ii) You can choose to have pizza ..... pasta for dinner.
(a) but (b) since
(c) or (d) yet

(iii) The plane landed safely ..... the weather was bad.
(a) although (b) because
(c) while (d) until

(iv) Let us start the meeting ..... everyone has arrived.
(a) as soon as (b) because
(c) until (d) while

Ans :

(i) (c) when
"When" establishes a time relationship between the cat jumping off the table and seeing the mouse. It shows that the two events occurred simultaneously.

(ii) (c) or
"Or" presents a choice between two options, pizza or pasta, for dinner. This conjunction is appropriate for linking alternatives in the sentence.

(iii) (a) although
"Although" introduces a contrast, showing that despite the bad weather, the plane landed safely. This conjunction highlights the unexpected outcome.

(iv) (a) as soon as
"As soon as" indicates the earliest time to start the meeting, specifically after everyone has arrived. It emphasizes immediacy and is contextually appropriate.

23. Fill in the blanks with suitable connectors.

(i) The players trained hard every day ..... they were determined to win the championship.
(a) because (b) yet
(c) although (d) as

(ii) The cake was delicious ..... it took hours to bake.
(a) so (b) because
(c) although (d) or

(iii) He wanted to join the sports club ..... his parents insisted he focus on his studies.
(a) because (b) yet
(c) or (d) but

(iv) We must leave early ..... we might miss the first train.
(a) otherwise (b) and
(c) or (d) but

Ans :

(i) (d) as
"As" introduces the reason for the players' hard training, linking it to their determination to win the championship. It provides a logical cause-effect relationship in this context.

(ii) (c) although
"Although" shows a contrast, indicating that while the cake was delicious, it required a lot of effort and time to bake. This conjunction highlights the unexpected nature of the relationship.

(iii) (d) but
"But" connects two opposing ideas: his desire to join the sports club and his parents' insistence on focusing on studies. It is the appropriate conjunction for expressing this contrast.

(iv) (a) otherwise
"Otherwise" introduces the consequence of not leaving early, which is missing the first train. This conjunction effectively links the action and its potential result.

24. Fill in the blanks with suitable connectors.

(i) She worked hard ..... she could achieve her dreams.
(a) yet (b) so that
(c) because (d) as

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some food (ii) ..... decided to have a picnic there. One of them went to collect water from the river (iii) ..... slipped on a rock and fell. His friends rushed to help him (iv) ..... pulled him back to safety. They decided to move on and camp somewhere safer.

Ans :

(i) because
"Because" explains the reason the travelers rested by the river, linking it to their tiredness after a long day. It establishes a cause-effect relationship.

(ii) and
"And" connects the actions of carrying food and deciding to have a picnic, indicating that the two actions were done together or in sequence.

(iii) but
"But" introduces a contrast, showing that while one traveler went to collect water, an unexpected mishap occurred when they slipped on a rock.

(iv) and
"And" connects the actions of the friends rushing to help and pulling their companion back to safety, indicating the sequence of their efforts.

31. Fill in the blanks with suitable sentence connectors in the passage below.
A fire broke out in the building late last night. The residents (i) ..... were sleeping woke up to the sound of alarms. Many of them rushed out of their homes (ii) ..... they were in a panic. The fire brigade arrived quickly (iii) ..... took control of the situation. Some people (iv) ..... were trapped on the upper floors were rescued. The authorities reported that no casualties were recorded in the incident.

Options :

(i) (a) while (b) who
(c) and (d) since
(ii) (a) because (b) when
(c) that (d) although
(iii) (a) but (b) because
(c) and (d) so
(iv) (a) where (b) who
(c) while (d) that

Ans :

(i) (b) who
"Who" introduces a relative clause that describes the residents, specifying that they were the ones sleeping during the fire. This provides additional clarity about the subject.

(ii) (a) because
"Because" indicates the reason for the residents' panic, linking their rushed actions to their emotional state during the fire.

(iii) (c) and
"And" connects two actions performed by the fire brigade: arriving quickly and taking control of the situation. It conveys a sense of sequence and continuity.

(iv) (b) who
"Who" introduces another relative clause referring to the people trapped on the upper floors. It adds detail and identifies the group more specifically.

32. Fill in the blanks with suitable sentence connectors in the passage below.
The hikers set out early in the morning. They wanted to reach the summit (i) ..... the sun rose. The guide led them through narrow paths (ii) ..... were surrounded by dense forests. They rested for a while (iii) ..... they had walked for several hours. The group carried light snacks (iv) ..... they did not want to be weighed down. They finally reached the summit and enjoyed the breathtaking view.

Options :

(i) (a) after (b) before
(c) since (d) when
(ii) (a) that (b) while
(c) which (d) who
(iii) (a) although (b) because
(c) unless (d) as
(iv) (a) although (b) since
(c) because (d) so

Ans :

(i) (b) before
"Before" indicates the hikers' goal of reaching the summit prior to the sun rising. It conveys the timing of their actions relative to the event.

(ii) (c) which
"Which" introduces a relative clause that describes the narrow paths, adding detail about their surroundings. It is contextually appropriate to identify the paths.

(iii) (b) because
"Because" explains the reason for the hikers resting, linking their action to the fact that they had walked for several hours.

(iv) (d) so
"So" introduces the reason for carrying light snacks, showing the group's intention to avoid being weighed down.

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(iv) who
"Who" introduces another relative clause, referring to the people trapped on the upper floors. It specifies and adds information about the group mentioned.

27. Fill in the blanks with suitable sentence connectors in the passage below.
The farmer had been working tirelessly in his fields (i) ..... the rain poured down heavily. He knew (ii) ..... he had to protect his crops from damage. He quickly covered the exposed areas (iii) ..... returned to his shelter. He was relieved (iv) ..... he had managed to save the crops. The rain stopped after a while but left the fields muddy and wet.

Ans :

(i) while
"While" indicates that the farmer was working at the same time as the heavy rain poured down. It sets a context of simultaneous actions.

(ii) that
"That" introduces a clause explaining the farmer's realization of the need to protect his crops. It integrates the idea smoothly into the sentence.

(iii) and
"And" connects the two actions of covering the crops and returning to shelter, showing sequential actions performed by the farmer.

(iv) that
"That" introduces the reason for the farmer's relief, emphasizing the successful outcome of his efforts to save the crops.

28. Fill in the blanks with suitable sentence connectors in the passage below.
The students gathered in the auditorium (i) ..... the principal addressed them. He spoke about discipline (ii) ..... the importance of punctuality. The teachers (iii) ..... had been observing their behavior were asked to submit their reports. The students were informed (iv) ..... anyone violating the rules would face consequences. The principal concluded his speech by encouraging everyone to work hard and stay focused.

Ans :

(i) where
"Where" specifies the location where the students gathered, setting the scene for the principal's address. It creates a spatial relationship.

(ii) and
"And" links the two topics the principal spoke about, discipline and punctuality. This conjunction effectively combines related ideas.

(iii) who
"Who" introduces a relative clause describing the teachers, emphasizing their role in observing the students' behavior. It provides additional information about the subject.

(iv) that
"That" introduces a clause reporting the information given to the students about the consequences of rule violations. It integrates the statement into the sentence.

29. Fill in the blanks with suitable sentence connectors in the passage below.
The athlete trained hard every day (i) ..... he wanted to win the championship. He followed a strict diet plan (ii) ..... avoided unhealthy food. His coach, (iii) ..... believed in his potential, motivated him constantly. The competition was tough (iv) ..... he managed to secure first place. His victory was celebrated and widely admired.

Ans :

(i) because
"Because" explains the reason for the athlete's hard training, linking it to his desire to win the championship. It establishes a clear cause-effect relationship.

(ii) and
"And" connects the two actions of following a strict diet and avoiding unhealthy food, emphasizing the athlete's disciplined lifestyle.

(iii) who
"Who" introduces a relative clause describing the coach, highlighting his belief in the athlete's potential. It adds essential information about the subject.

(iv) but
"But" introduces a contrast, showing that despite the tough competition, the athlete managed to secure first place. It emphasizes the difficulty and his achievement.

30. Fill in the blanks with suitable sentence connectors in the passage below.
The travelers rested by the river (i) ..... they were tired after a long day. They had carried

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the active voice becomes the subject in the passive voice.

Structure : Object + Auxiliary Verb (to be) + Past Participle + (by Subject)
Example :
Football (subject) is being played (verb) by the boy (object).

Steps to Convert Active to Passive Voice

1. Identify the Subject, Verb, and Object : Locate the doer (subject), the action (verb), and the receiver of the action (object) in the active sentence.
   Example : The chef (subject) cooked (verb) a delicious meal (object).
2. Interchange Subject and Object : The object of the active sentence becomes the subject of the passive sentence.
   Active : The chef cooked a delicious meal.
   Passive : A delicious meal was cooked by the chef.
3. Use the Correct Auxiliary Verb : Add the correct form of the verb 'to be' based on the tense of the active sentence.
   Example :
   Active : She is painting a picture.
   Passive : A picture is being painted by her.
4. Change the Verb to its Past Participle (V3) : Always use the past participle form of the main verb in the passive voice.
   Example :
   Active : The teacher teaches the students.
   Passive : The students are taught by the teacher.
5. Add 'by' (Optional) : Use "by" to introduce the original subject (doer). If the doer is unknown or not important, it can be omitted.
   Example :
   Passive : The car was repaired (by the mechanic).
   Passive (without doer) : The car was repaired.

Tense-Wise Conversion

1. Present Tense

Tense	Active Voice	Passive Voice
Present Simple	He writes a letter.	A letter is written by him.
Present Continuous	He is writing a letter.	A letter is being written by him.
Present Perfect	He has written a letter.	A letter has been written by him.

2. Past Tense

Tense	Active Voice	Passive Voice
Past Simple	He wrote a letter.	A letter was written by him.
Past Continuous	He was writing a letter.	A letter was being written by him.
Past Perfect	He had written a letter.	A letter had been written by him.

3. Future Tense

Tense	Active Voice	Passive Voice
Future Simple	He will write a letter.	A letter will be written by him.
Future Perfect	He will have written a letter.	A letter will have been written by him.

Special Cases of Transformation

1. Interrogative Sentences : For questions, the structure changes slightly to match the question format.
   Yes/No Questions :
   Active : Did she complete the project?
   Passive : Was the project completed by her?
   Wh-Questions :
   Active : Who wrote this book?
   Passive : By whom was this book written?
2. Imperative Sentences : Commands, requests, or advice are converted by adding "Let" or rephrasing.
   Active : Close the door.
   Passive : Let the door be closed.
   Active : Please help me.
   Passive : You are requested to help me.
3. Sentences with Modal Verbs : Use the modal verb + "be" + past participle in passive sentences.
   Active : She can solve the problem.
   Passive : The problem can be solved by her.
   Active : They must complete the assignment.
   Passive : The assignment must be completed by them.

Example

1. Active : The teacher gave us a lecture.
   Passive : A lecture was given to us by the teacher.
2. Active : They are organizing the annual event.
   Passive : The annual event is being organized by them.

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33. Fill in the blanks with suitable sentence connectors in the passage below.
The school organized a sports day for the students. The children, (i) ..... were excited, arrived early in the morning. The event started with a march-past (ii) ..... the national anthem was played. The participants competed in various events (iii) ..... showed great enthusiasm. The parents, (iv) ..... had been invited, cheered loudly for their children. At the end of the day, prizes were distributed and everyone celebrated the success of the event.

Options :

(i) (a) who (b) when
(c) that (d) while
(ii) (a) because (b) when
(c) after (d) and
(iii) (a) who (b) and
(c) but (d) while
(iv) (a) which (b) that
(c) who (d) when

Ans :

(i) (a) who
"Who" introduces a relative clause describing the children, emphasizing that they were excited. It adds essential detail about the subject.

(ii) (c) after
"After" specifies the sequence of events, indicating that the march-past was followed by the playing of the national anthem.

(iii) (b) and
"And" connects the participants competing in events with the fact that they showed great enthusiasm. It suggests simultaneous or connected actions.

(iv) (c) who
"Who" introduces a relative clause describing the parents, indicating that they had been invited to cheer for their children.

34. Fill in the blanks with suitable connectors.

(i) She enjoys playing ..... football ..... tennis during her free time.

(ii) I will help you ..... you promise to study harder.

(iii) He didn't submit the project on time ..... he had been given an extension.

(iv) The students waited patiently ..... the teacher arrived.

Ans :

(i) both ... and
"Both ... and" connects two equally important activities, football and tennis, that the subject enjoys playing. It emphasizes inclusivity.

(ii) if
"If" introduces a condition, indicating that the speaker's help is dependent on the promise to study harder.

(iii) although
"Although" introduces a contrast, showing that even with an extension, the project was not submitted on time.

(iv) until
"Until" indicates the duration of the students' waiting, which lasted up to the moment the teacher arrived.

35. Fill in the blanks with suitable connectors.

(i) The boy was both tired ..... hungry after the long journey.

(ii) He will attend the party ..... he finishes his homework first.

(iii) ..... he knew the risks, he went ahead with the plan.

(iv) She has been feeling unwell ..... the weather changed suddenly.

Ans :

(i) and
"And" connects the two conditions, tiredness and hunger, both of which the boy experienced after the journey.

(ii) only if
"Only if" introduces a condition, making attending the party dependent on the completion of homework.

(iii) Although
"Although" introduces a contrast, showing that despite knowing the risks, the person decided to proceed with the plan.

(iv) since
"Since" explains the cause of feeling unwell, linking it to the weather change.

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(iv) (b) The lights went out suddenly as there was a power failure in the area.
"As" connects the sudden loss of lights with its cause (power failure). It provides a clear explanation and maintains a smooth flow in the sentence.

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20. Join the following sentences to make one complete sentence without using and, but, or so. Choose the correct option.

(i) He could not attend the party. He was feeling unwell.
(a) He could not attend the party as he was feeling unwell.
(b) He could not attend the party although he was feeling unwell.
(c) He could not attend the party because he was feeling unwell.
(d) He could not attend the party unless he was feeling unwell.

(ii) She waited at the bus stop for an hour. The bus did not arrive.
(a) Although she waited at the bus stop for an hour, the bus did not arrive.
(b) She waited at the bus stop for an hour because the bus did not arrive.
(c) She waited at the bus stop for an hour as the bus did not arrive.
(d) She waited at the bus stop for an hour unless the bus did not arrive.

(iii) The restaurant was crowded. We decided to wait for a table.
(a) We decided to wait for a table because the restaurant was crowded.
(b) Although the restaurant was crowded, we decided to wait for a table.
(c) We decided to wait for a table as the restaurant was crowded.
(d) We decided to wait for a table unless the restaurant was crowded.

(iv) The match was canceled. It started raining heavily.
(a) The match was canceled as it started raining heavily.
(b) The match was canceled because it started raining heavily.
(c) Although it started raining heavily, the match was canceled.
(d) The match was canceled unless it started raining heavily.

Ans :

(i) (c) He could not attend the party because he was feeling unwell.
"Because" provides the reason for his absence at the party, making it clear that his illness caused him to miss the event. Other conjunctions do not fit the cause-effect relationship.

(ii) (a) Although she waited at the bus stop for an hour, the bus did not arrive.
"Although" highlights the contrast between her long wait and the unexpected non-arrival of the bus, effectively conveying the surprising situation.

(iii) (b) Although the restaurant was crowded, we decided to wait for a table.
"Although" introduces a contrast, showing that despite the inconvenience of the crowd, they chose to wait. This contrast makes the sentence meaningful and appropriate.

(iv) (a) The match was canceled as it started raining heavily.
"As" explains the reason for the match cancellation, linking it directly to the heavy rain. It provides a logical and smooth connection between the two ideas.

21. Fill in the blanks with suitable connectors.

(i) He worked tirelessly all day ..... he still could not complete the project.
(a) and (b) yet
(c) because (d) therefore

(ii) She loves ice cream ..... she avoids eating it because of her diet.
(a) but (b) or
(c) so (d) since

(iii) The teacher explained the topic repeatedly ..... some students still did not understand.
(a) however (b) because
(c) therefore (d) until

(iv) We need to finish this task by tomorrow ..... the meeting will be delayed.
(a) so (b) yet
(c) otherwise (d) until

Ans :

(i) (b) yet
"Yet" introduces a contrast, showing that despite working tirelessly, he could not complete the project. This conjunction emphasizes the unexpected outcome of his effort.

(ii) (a) but
"But" connects two contrasting ideas: her love for ice cream and her decision to avoid eating it due

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Example

1. He is too dull for a sportsman.
   He is so dull that he cannot be a sportsman.
2. It is too much for us.
   It is so bad/shocking that we can't bear it.

DEGREES OF COMPARISON

Degrees of Comparison is an essential part of sentence transformation. It involves changing a sentence from one degree of comparison (positive, comparative, or superlative) to another without altering its meaning.

Positive Degree : It shows a quality without comparison.

Example : She is as tall as her brother.

Comparative Degree : It compares two things or persons.

Example : She is taller than her brother.

Superlative Degree : It shows the highest degree of a quality among three or more.

Example : She is the tallest in the class.

While transforming, ensure the meaning remains the same. For example :

1. Positive : No other boy is as smart as John.
   Comparative : John is smarter than any other boy.
   Superlative : John is the smartest boy in the class.
2. Positive : This book is as interesting as that one.
   Comparative : This book is not more interesting than that one.
   Superlative : This book is one of the most interesting books.
3. Positive : No other animal is as fast as the cheetah.
   Comparative : The cheetah is faster than any other animal.
   Superlative : The cheetah is the fastest animal.
4. Positive : Few cities are as beautiful as Paris.
   Comparative : Paris is more beautiful than most other cities.
   Superlative : Paris is one of the most beautiful cities.
5. Positive : This problem is as challenging as that one.
   Comparative : This problem is not more challenging than that one.
   Superlative : This problem is among the most challenging ones.
6. Positive : No other student is as hardworking as Rahul.
   Comparative : Rahul is more hardworking than any other student.
   Superlative : Rahul is the most hardworking student.
7. Positive : This painting is as colorful as the other one.
   Comparative : This painting is not more colorful than the other one.
   Superlative : This painting is one of the most colorful ones.
8. Positive : Few mountains are as high as Mount Everest.
   Comparative : Mount Everest is higher than most other mountains.
   Superlative : Mount Everest is the highest mountain.
9. Positive : She is as kind as her sister.
   Comparative : She is not kinder than her sister.
   Superlative : She is one of the kindest people I know.
10. Positive : No other river is as long as the Nile.
    Comparative : The Nile is longer than any other river.
    Superlative : The Nile is the longest river.

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ACTIVE TO PASSIVE VOICE

The concept of Active and Passive Voice plays an essential role in English grammar. Transforming a sentence from active voice to passive voice involves changing the focus of the sentence from the subject (the doer of the action) to the object (the receiver of the action). While the meaning of the sentence remains the same, the structure changes.

Active Voice : In the active voice, the subject of the sentence performs the action.

Structure : Subject + Verb + Object
Example :
The boy (subject) is playing (verb) football (object).

Passive Voice : In the passive voice, the focus shifts to the object of the action. The object in

CHAPTER 9

TRANSFORMATION OF SENTENCES

INTRODUCTION

Transformation of sentences means changing a sentence from one grammatical form to another without altering its meaning. This process helps to express ideas in different ways while keeping the original sense intact. For example, a statement can be turned into a question or a negative sentence, and vice versa. Transformation enhances language skills and improves sentence variety in writing. It includes changes like converting active voice to passive voice, direct speech to indirect speech, or simple sentences to complex ones. Understanding this concept is essential for effective communication and mastering English grammar.

SENTENCES CONTAINING ADVERB 'TOO'

Removal of Too without Infinitive

This concept focuses on eliminating the word "too" from a sentence and restructuring it using a comparative degree adjective, followed by appropriate phrases to retain the intended meaning. The steps are :

1. Remove **too** from the sentence
2. Change adjective given after **too** in Comparative Degree.
3. Use than proper/than it is proper/than desirable/than necessary/that it should be, after Comparative degree Adjective in the end.

Example

1. He is too weak.
   He is weaker than proper.
2. The wind is too chill.
   The wind is more chill than it is proper.
3. The news is too exciting.
   The news is more exciting that it should be.
4. The weather is too hot.
   The weather is hotter than desirable.
5. The water was too cold.
   The water was colder than required.

Removal of 'Too' with Infinitive

This theory applies when "too" is followed by "to" or "for," making the sentence negative in meaning. It involves restructuring the sentence into two clauses, using the following steps :

1. Use **so** in place of **Too**.
2. Before infinitive/after adjective use **that**.
3. After **that** use Personal Pronoun as per original subject.
4. After Personal Pronoun according to the reference use **Can not/Will not** (Present tense) and **could not/did not** (Past tense). This use depends upon original Principle Clause.

Example

1. He is too weak to walk.
   He is so weak that he cannot walk.
2. She is too proud to beg.
   She is so proud that she cannot beg.
3. He was too slow to achieve the target.
   He was so slow that he could not achieve the target.
4. The news is too good to be true.
   The news is so good that it cannot be true.
5. Children were too tired to run races.
   Children were so tired that they could not run races.

Removal of 'Too' in 'For+Noun/Pronoun' Pattern

This theory handles sentences where "too" is followed by "for" and a noun or pronoun, often denoting an excessive condition. The restructuring involves creating an adverbial clause to preserve the meaning. The steps are :

1. Use **so** in place of **Too**.
2. Use that + clause (adv. clause) after the above step. In this clause use verb very carefully because No verb is used after for + noun/pronoun in the sentence.
3. If **much** is given after **Too** in the sentence then use **so bad/so shocking**.

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3. Active : She has completed her assignment.
   Passive : Her assignment has been completed by her.
4. Active : He will announce the results tomorrow.
   Passive : The results will be announced by him tomorrow.
5. Active : Did he solve the problem?
   Passive : Was the problem solved by him?
6. Active : The chef cooked a delicious meal.
   Passive : A delicious meal was cooked by the chef.
7. Active : They are decorating the hall for the party.
   Passive : The hall is being decorated by them for the party.
8. Active : She has written an excellent article.
   Passive : An excellent article has been written by her.
9. Active : He will finish the project by next week.
   Passive : The project will be finished by him by next week.
10. Active : Who broke the window?
    Passive : By whom was the window broken?

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PASSIVE TO ACTIVE VOICE

Transforming a sentence from passive voice to active voice involves changing the focus from the receiver of the action (object) to the doer (subject). The structure of the sentence changes, but the meaning remains the same.

Steps for Conversion

1. Identify the Subject, Verb, and Object : In the passive voice, the subject is usually mentioned after "by," and the object is the main focus of the sentence.
   Example :
   Passive : The cake was baked by Sarah.
   Subject : Sarah, Verb : baked, Object : the cake.
2. Interchange Subject and Object : Make the doer (subject) the focus of the sentence. The object in the passive voice becomes the subject in the active voice.
   Passive : The cake was baked by Sarah.
   Active : Sarah baked the cake.
3. Remove Auxiliary Verb ('to be') : Eliminate the form of "to be" used in the passive voice and adjust the verb to its appropriate tense.
   Example :
   Passive : A letter is being written by him.
   Active : He is writing a letter.
4. Retain the Tense : Ensure the tense of the sentence remains the same. Only the structure changes, not the tense.
   Example :
   Passive : The homework has been completed by the students.
   Active : The students have completed the homework.
5. Omit "by" (Optional) : In some cases, especially when the doer is not mentioned or important, infer the subject from context.
   Example :
   Passive : The room was cleaned yesterday.
   Active : Someone cleaned the room yesterday.

Tense-Wise Conversion

1. Present Tense

Tense	Passive Voice	Active Voice
Present Simple	A letter is written by him.	He writes a letter.
Present Continuous	A letter is being written by him.	He is writing a letter.
Present Perfect	A letter has been written by him.	He has written a letter.

2. Past Tense

Tense	Passive Voice	Active Voice
Past Simple	A letter was written by him.	He wrote a letter.
Past Continuous	A letter was being written by him.	He was writing a letter.
Past Perfect	A letter had been written by him.	He had written a letter.

3. Future Tense

Tense	Passive Voice	Active Voice
Future Simple	A letter will be written by him.	He will write a letter.
Future Perfect	A letter will have been written by him.	He will have written a letter.

Example

1. Assertive : The Taj Mahal is very beautiful.
   Exclamatory : What a beautiful monument the Taj Mahal is!
2. Assertive : Shakespeare was a brilliant playwright.
   Exclamatory : What a brilliant playwright Shakespeare was!
3. Assertive : The teacher praised the student for his intelligence.
   Exclamatory : How intelligent the student is to earn such praise from the teacher!
4. Assertive : It is unfortunate that the city was struck by a flood.
   Exclamatory : Alas! The city was struck by a flood.
5. Assertive : India is a land of diverse cultures.
   Exclamatory : What a land of diverse cultures India is!
6. Assertive : The soldier's bravery is highly commendable.
   Exclamatory : How commendable the soldier's bravery is!
7. Assertive : She delivered a remarkable performance in the play.
   Exclamatory : What a remarkable performance she delivered in the play!
8. Assertive : It is heartwarming to see children helping each other.
   Exclamatory : How heartwarming it is to see children helping each other!
9. Assertive : The Himalayas are very majestic.
   Exclamatory : How majestic the Himalayas are!
10. Assertive : He is an inspiring leader for the nation.
    Exclamatory : What an inspiring leader he is for the nation!

EXCLAMATORY TO ASSERTIVE SENTENCES

An exclamatory sentence expresses strong emotion such as surprise, joy, anger, or sorrow. Transforming such sentences into assertive sentences involves removing the exclamatory format while preserving the meaning and emotion.

Exclamatory Sentence : An exclamatory sentence conveys strong emotions and ends with an exclamation mark (!).

Example : What a beautiful painting it is!

Assertive Sentence : An assertive sentence makes a positive or negative statement in a declarative tone. It does not convey emotions as strongly as an exclamatory sentence and ends with a period (.).

Example : The painting is very beautiful.

Rules for Conversion

1. **Identify the Emotion :** Understand the emotion (joy, surprise, sorrow, etc.) expressed in the exclamatory sentence to rephrase it meaningfully.
2. **Remove the Exclamatory Words :** Replace words like what, how, oh, alas, hurray, bravo, etc. with phrases such as very, extremely, truly, certainly, unfortunately, or equivalent expressions.
   Example :
   Exclamatory : What a beautiful flower it is!
   Assertive : The flower is very beautiful.
3. **Replace "What" and "How"**
   What : Replace with "very" or "truly."
   Example :
   What a clever boy he is! → He is a very clever boy.
   How : Rephrase to include "very" or "extremely."
   Example :
   How kind you are! → You are very kind.
4. **Change the Tone of the Sentence :** Convert the exclamation into a statement, adjusting the word order if necessary.
   Example :
   Exclamatory : Hurray! We won the match.
   Assertive : We are very happy that we won the match.
5. **For Sorrow or Regret :** Use words like unfortunately, sadly, or it is a pity to express the emotion in a statement.
   Example :
   Exclamatory : Alas! He failed the exam.
   Assertive : It is a pity that he failed the exam.

Example

1. Exclamatory : What a pleasant surprise it is!
   Assertive : It is a very pleasant surprise.
2. Exclamatory : How beautiful the scenery is!
   Assertive : The scenery is very beautiful.
3 Exclamatory : Alas! He lost his wallet.
   Assertive : It is unfortunate that he lost his wallet.
4. Exclamatory : Hurray! We have won the tournament.

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Direct Speech	Indirect Speech
now	then
today	that day
tomorrow	the next day
yesterday	the previous day
here	there
this	that
these	those

Tense Changes Table

Direct Speech	Indirect Speech
Present Simple	Past Simple
"I go to school."	He said that he went to school.
Present Continuous	Past Continuous
"I am reading a book."	He said that he was reading a book.
Present Perfect	Past Perfect
"I have finished my work."	He said that he had finished his work.
Past Simple	Past Perfect
"I ate lunch."	He said that he had eaten lunch.
Past Continuous	Past Perfect Continuous
"I was sleeping."	He said that he had been sleeping.
Future Simple	Conditional (would)
"I will call you."	He said that he would call me.

Special Rules

1. **Questions :** For interrogative sentences, use 'if' or 'whether' for Yes/No questions, and retain the question word (e.g., what, why, how) for other questions.
   Examples :
   Direct : She said, "Are you coming?"
   Indirect : She asked if I was coming.

   Direct : He asked, "What is your name?"
   Indirect : He asked what my name was.
2. **Imperatives :** For commands, requests, or advice, use 'to' + verb.
   Examples :
   Direct : He said, "Close the door."
   Indirect : He told me to close the door.

   Direct : She said, "Please help me."
   Indirect : She requested me to help her.
3. **Exclamations :** For exclamatory sentences, use words like exclaimed with joy, sorrow, surprise, etc.
   Examples :
   Direct : He said, "Wow! This is amazing."
   Indirect : He exclaimed with joy that it was amazing.

   Direct : She said, "Alas! I failed the exam."
   Indirect : She exclaimed with sorrow that she had failed the exam.

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Example

1. Direct : She said, "I will visit the museum tomorrow."
   Indirect : She said that she would visit the museum the next day.
2. Direct : He asked, "Are you coming with me?"
   Indirect : He asked if I was coming with him.
3. Direct : The manager said, "Complete the report by evening."
   Indirect : The manager instructed us to complete the report by evening.
4. Direct : She said, "Alas! I have lost my purse."
   Indirect : She exclaimed with sorrow that she had lost her purse.
5. Direct : He said, "What a beautiful painting this is!"
   Indirect : He exclaimed with admiration that it was a beautiful painting.
6. Direct : The child said, "I want a new toy."
   Indirect : The child said that he wanted a new toy.
7. Direct : She asked, "When will you return?"
   Indirect : She asked when I would return.
8. Direct : He said, "Please help me with this task."
   Indirect : He requested me to help him with that task.
9. Direct : The coach said, "Well done! You played very well."
   Indirect : The coach praised us, saying that we had played very well.
10. Direct : The old man said, "What a terrible storm it was last night!"
    Indirect : The old man exclaimed with shock that it had been a terrible storm the previous night.

4. **Sentences with "All" or "Every" :** Replace "all" or "every" with "not...any" or "no."
   Example :
   Affirmative : Everyone liked the movie.
   Negative : No one disliked the movie.
5. **Sentences with "Must" :** Convert "must" to "cannot avoid" or "cannot but."
   Example :
   Affirmative : You must work hard.
   Negative : You cannot avoid working hard.

Example

1. Affirmative : She is beautiful.
   Negative : She is not ugly.
2. Affirmative : He plays football.
   Negative : He does not play football.
3. Affirmative : All students passed the test.
   Negative : No student failed the test.
4. Affirmative : She will come to the party.
   Negative : She will not miss the party.
5. Affirmative : He is too clever to be fooled.
   Negative : He is so clever that he cannot be fooled.
6. Affirmative : I always respect my elders.
   Negative : I never disrespect my elders.
7. Affirmative : Everyone agreed to the proposal.
   Negative : No one disagreed with the proposal.
8. Affirmative : She must attend the meeting.
   Negative : She cannot avoid attending the meeting.
9. Affirmative : The book is interesting.
   Negative : The book is not boring.
10. Affirmative : He has a solution to every problem.
    Negative : He does not lack a solution to any problem.

NEGATIVE TO AFFIRMATIVE SENTENCES

Transforming a sentence from negative to affirmative involves removing negation while keeping the meaning of the sentence unchanged. This process improves sentence variety and enhances writing clarity.

Negative Sentence : A negative sentence states that something is not true, does not happen, or does not exist. It uses words like not, never, no, none, nobody, nothing, neither, nor, etc.

Example : He is not a lazy boy.

Affirmative Sentence : An affirmative sentence expresses a positive statement, fact, or idea without negation.

Example : He is a hardworking boy.

Rules for Conversion

1. **Remove Negation :** Replace negative words like not, never, no with their positive equivalents.
   Example :
   Negative : She is not unhappy.
   Affirmative : She is happy.
2. **Use Opposites :** Replace negative expressions with their opposite positive expressions.
   Example :
   Negative : He is not a fool.
   Affirmative : He is wise.
3. **Use Synonyms :** Replace the negative structure with a synonym that conveys the same meaning.
   Example :
   Negative : He does not lack confidence.
   Affirmative : He is confident.
4. **For Universal Truths :** Express the positive equivalent directly.
   Example :
   Negative : The sun does not set in the east.
   Affirmative : The sun sets in the west.
5. **For "No" or "None" :** Replace "no" or "none" with words like "some" or equivalent positive phrases.
   Example :
   Negative : There is no hope.
   Affirmative : There is some hope.
6. **Avoid Double Negatives :** If the sentence contains two negatives, transform them into a single positive statement.
   Example :
   Negative : He is not unkind.
   Affirmative : He is kind.

Types of Conversions

1. **Simple Sentences**
   Example :
   Negative : He is not late.
   Affirmative : He is punctual.
2. **Sentences with "Never" :** Replace "never" with "always" or an equivalent positive phrase.
   Example :
   Negative : She never tells lies.
   Affirmative : She always tells the truth.
3. **Sentences with "No" :** Rephrase using positive expressions.
   Example :
   Negative : There is no one in the room.
   Affirmative : Someone is in the room.

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Example

1. Indirect : She said that she loved reading books.
   Direct : She said, "I love reading books."
2. Indirect : He asked where I was going.
   Direct : He asked, "Where are you going?"
3. Indirect : The teacher instructed the students to open their books.
   Direct : The teacher said, "Open your books."
4. Indirect : She exclaimed with sorrow that she had lost her phone.
   Direct : She said, "Alas! I have lost my phone."
5. Indirect : He said that he could complete the project on time.
   Direct : He said, "I can complete the project on time."
6. Indirect : She asked if I had finished my homework.
   Direct : She asked, "Have you finished your homework?"
7. Indirect : The coach advised us to practice regularly.
   Direct : The coach said, "You should practice regularly."
8. Indirect : He exclaimed with surprise that the view was breathtaking.
   Direct : He said, "Wow! The view is breathtaking."
9. Indirect : The officer warned them not to enter the restricted area.
   Direct : The officer said, "Do not enter the restricted area."
10. Indirect : She said that it was raining heavily outside.
    Direct : She said, "It is raining heavily outside."

AFFIRMATIVE TO NEGATIVE SENTENCES

Transforming a sentence from affirmative to negative involves changing the sentence structure to negate its meaning, without altering the essence or the message.

Affirmative Sentence : An affirmative sentence states a fact, idea, or action positively, without any negation.

Example : She is a good dancer.

Negative Sentence : A negative sentence states that something is not true or does not happen. It often includes negative words like not, no, never, none, nobody, nothing, neither, nor.

Example : She is not a good dancer.

Rules for Conversion

1. **Add a Negative Word :** Use words like not, never, no, none, etc. to negate the sentence.
   Example :
   Affirmative : He is a kind person.
   Negative : He is not an unkind person.
2. **Use Opposite Words :** Replace the affirmative word with its antonym and include a negative word.
   Example :
   Affirmative : She is intelligent.
   Negative : She is not unintelligent.
3. **Use "Without" or "No" in Certain Cases :** For sentences with actions or conditions, replace positive phrases with their negative equivalents.
   Example :
   Affirmative : He solved the problem easily.
   Negative : He solved the problem without difficulty.
4. **Avoid Double Negatives :** Do not use two negatives in a sentence, as it makes the meaning positive.
   Example :
   Incorrect : He is not unkind. (This actually means he is kind.)
   Correct : He is not kind.
5. **For Universal Truths :** Use negative phrases without altering the universal truth.
   Example :
   Affirmative : The sun rises in the east.
   Negative : The sun does not rise in the west.

Types of Conversions

1. **Simple Sentences**
   Example :
   Affirmative : She speaks the truth.
   Negative : She does not tell lies.
2. **Sentences with "Always" :** Replace "always" with "never" and rephrase.
   Example :
   Affirmative : She always helps others.
   Negative : She never fails to help others.
3. **Sentences with "Too" :** Replace "too" with "so...that...not."
   Example :
   Affirmative : He is too tired to walk.
   Negative : He is so tired that he cannot walk.

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Special Sentence Types

1. Interrogative Sentences : Convert the question format along with the voice.
   Yes/No Questions :
   Passive : Was the project completed by her?
   Active : Did she complete the project?
   Wh-Questions :
   Passive : By whom was the book written?
   Active : Who wrote the book?
2. Imperative Sentences : Commands or requests are converted by making the subject clear.
   Passive : Let the door be closed.
   Active : Close the door.
   Passive : You are requested to help me.
   Active : Please help me.
3. Sentences with Modal Verbs : Use the modal verb directly in the active voice.
   Passive : The problem can be solved by her.
   Active : She can solve the problem.
   Passive : The assignment must be completed by them.
   Active : They must complete the assignment.

Example

1. Passive : The novel was read by her.
   Active : She read the novel.
2. Passive : The roads are being repaired by the workers.
   Active : The workers are repairing the roads.
3. Passive : The meal has been prepared by the chef.
   Active : The chef has prepared the meal.
4. Passive : The presentation will be given by the manager.
   Active : The manager will give the presentation.
5. Passive : Was the thief caught by the police?
   Active : Did the police catch the thief?
6. Passive : The flowers were watered by the gardener.
   Active : The gardener watered the flowers.
7. Passive : The books are being arranged by the librarian.
   Active : The librarian is arranging the books.
8. Passive : The song has been sung by the choir.
   Active : The choir has sung the song.
9. Passive : The prize will be awarded by the committee.
   Active : The committee will award the prize.
10. Passive : Was the door locked by you?
    Active : Did you lock the door?

DIRECT TO INDIRECT NARRATION

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Direct and Indirect Narration is a method of reporting what someone has said. The meaning of the sentence remains unchanged, but the structure and format are altered. This topic is vital in English grammar and is commonly used in both writing and speaking.

Direct Speech : In Direct Speech, the exact words of the speaker are quoted within quotation marks (“ ”).

Example : He said, “I am happy.”

Indirect Speech : In Indirect Speech, the words of the speaker are reported without using quotation marks. The structure of the sentence changes, often requiring changes in pronouns, tense, and other words.

Example : He said that he was happy.

Rules for Transforming Direct to Indirect Speech

1. Remove Quotation Marks : Replace the quoted speech with ‘that,’ ‘if,’ ‘whether,’ or a question word.
   Example :
   Direct : She said, “I like chocolate.”
   Indirect : She said that she liked chocolate.
2. Change the Pronouns : Adjust pronouns according to the speaker and listener.
   Example :
   Direct : He said, “I will help you.”
   Indirect : He said that he would help me.
3. Change the Tense : If the reporting verb (e.g., said, told) is in the past tense, the verb in the reported speech changes to a corresponding past tense.
   Example :
   Direct : She said, “I am tired.”
   Indirect : She said that she was tired.
   Exception : If the reported speech expresses a universal truth or fact, the tense remains unchanged.
   Example :
   Direct : The teacher said, “The sun rises in the east.”
   Indirect : The teacher said that the sun rises in the east.
4. Adjust Time and Place Words : Change words indicating time and place to reflect the perspective of the reporter.

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4. **Sentences with "Too" :** Rephrase "not too" with positive phrases.
   Example :
   Negative : He is not too weak to lift the box.
   Affirmative : He is strong enough to lift the box.
5. **Sentences with "Not Only" :** Rephrase using "both" or "as well as."
   Example :
   Negative : She is not only intelligent but also hardworking.
   Affirmative : She is both intelligent and hardworking.

Example

1. Negative : He does not waste time.
   Affirmative : He makes good use of time.
2. Negative : She is not careless.
   Affirmative : She is careful.
3. Negative : Nobody came to the party.
   Affirmative : Somebody came to the party.
4. Negative : He never misses his classes.
   Affirmative : He always attends his classes.
5. Negative : There is no shortage of food.
   Affirmative : There is enough food.
6 .Negative : He is not a coward.
   Affirmative : He is brave.
7. Negative : They do not disobey their parents.
   Affirmative : They obey their parents.
8. Negative : She is not unkind.
   Affirmative : She is kind.
9. Negative : He does not forget to call his mother.
   Affirmative : He remembers to call his mother.
10. Negative : The teacher did not fail him.
    Affirmative : The teacher passed him.

ASSERTIVE TO INTERROGATIVE SENTENCE

Transforming assertive sentences (statements) into interrogative sentences involves restructuring a statement into a question. While the sentence's meaning remains the same, the format is altered to seek information or confirmation.

Assertive Sentence : An assertive sentence is a declarative sentence that makes a statement, either affirmative or negative.

Example : She is a good dancer.

Interrogative Sentence : An interrogative sentence asks a question, either to gather information or confirm a fact. It ends with a question mark (?).

Example : Is she a good dancer?

Rules for Conversion

1. **Identify the Helping Verb (Auxiliary Verb):** If the assertive sentence has a helping verb (is, are, was, were, has, have, will, can, etc.), bring it to the beginning of the sentence.
   Example :
   Assertive : He is your friend.
   Interrogative : Is he your friend?
2. **For Sentences Without a Helping Verb :** Use Do/Does/Did at the beginning for present or past tense sentences.
   Example :
   Assertive : She likes chocolates.
   Interrogative : Does she like chocolates?
3. **Convert Negative Sentences :** Maintain the negative meaning while transforming.
   Example :
   Assertive : He does not like tea.
   Interrogative : Does he not like tea?
4. **For Universal Truths or Facts :** Use the auxiliary verb or "Do/Does" while keeping the universal fact intact.
   Example :
   Assertive : The sun sets in the west.
   Interrogative : Does the sun set in the west?
5. **Add Question Words (If Applicable) :** For interrogative sentences with question words (what, why, how, when, etc.), rephrase the sentence to incorporate them.
   Example :
   Assertive : She is crying because she is sad.
   Interrogative : Why is she crying?
6. **Use "Not" Carefully :** For negative assertive sentences, ensure the interrogative form maintains the negation.
   Example :

Assertive : They are not ready yet.
Interrogative : Are they not ready yet?

Types of Conversions

1. **Yes/No Questions :** These questions begin with auxiliary verbs like is, are, was, were, do, does, did, will, can, etc. The auxiliary verb is moved to the beginning of the sentence to create a question.
   Examples :
   Assertive : She knows you.
   Interrogative : Does she know you?
   Assertive : The book was interesting.
   Interrogative : Was the book interesting?
2. **Wh-Questions :** These questions begin with words like what, why, where, when, how, etc. Add a question word to rephrase the assertive sentence into a question form.

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Examples :
Assertive : They are late.
Interrogative : Why are they late?

Assertive : Your brother is here.
Interrogative : Where is your brother?

3. **Negative Assertive Sentences :** For negative sentences, retain the negation while converting the statement into a question. Auxiliary verbs like doesn't, isn't, aren't, wasn't, didn't, etc., are used.
Examples :
Assertive : She does not know the answer.
Interrogative : Doesn't she know the answer?

Assertive : He has not completed the task.
Interrogative : Hasn't he completed the task?

4. **Rhetorical Statements :** Rhetorical statements can be transformed into questions for effect, especially when expressing universal truths or commonly accepted ideas.
Examples :
Assertive : Everyone loves success.
Interrogative : Who doesn't love success?

Assertive : There is no doubt about her honesty.
Interrogative : Can there be any doubt about her honesty?

Example

1. Assertive : She is intelligent.
   Interrogative : Is she intelligent?
2. Assertive : He is not lazy.
   Interrogative : Is he not lazy?
3. Assertive : They are going to the park.
   Interrogative : Are they going to the park?
4. Assertive : She works hard.
   Interrogative : Does she work hard?
5. Assertive : There is no hope left.
   Interrogative : Is there no hope left?
6. Assertive : Water boils at 100 degrees Celsius.
   Interrogative : Does water boil at 100 degrees Celsius?
7. Assertive : She was upset because she lost her keys.
   Interrogative : Why was she upset?

INTERROGATIVE TO ASSERTIVE SENTENCE

Transforming interrogative sentences into assertive sentences involves converting questions into statements while keeping the meaning intact. The sentence structure is altered to make a declaration rather than posing a query.

Interrogative Sentence : An interrogative sentence asks a question and ends with a question mark (?).

Example : Is she your friend?

Assertive Sentence : An assertive sentence makes a positive or negative statement. It does not ask a question but declares a fact or idea.

Example : She is your friend.

Rules for Conversion

1. **Remove the Question Format :** Eliminate question words (e.g., Is, Are, Do, Does, etc.) from the beginning and rephrase the sentence into a statement.
   Example :
   Interrogative : Is she a good singer?
   Assertive : She is a good singer.
2. **Rearrange the Subject and Verb :** Change the word order to follow the typical subject-verb-object structure of an assertive sentence.
   Example :
   Interrogative : Are they coming to the party?
   Assertive : They are coming to the party.
3. **Remove Question Words (if applicable) :** Replace question words like Why, What, When, Where with the information implied in the question, if needed.
   Example :
   Interrogative : Why is he upset?
   Assertive : He is upset.
4. **Handle Negative Interrogative Sentences Carefully :** Retain the negative meaning while converting.
   Example :
   Interrogative : Isn't she a good student?
   Assertive : She is a good student.
5. **For Rhetorical Questions :** Rewrite rhetorical questions (which do not expect an answer) as statements that declare the implied meaning.
   Example :
   Interrogative : Who doesn't like chocolate?
   Assertive : Everyone likes chocolate.

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Types of Conversions

1. **Yes/No Questions :** These begin with auxiliary verbs like is, are, was, were, do, does, did, will, can, etc.
   Examples :
   Interrogative : Does she know you?
   Assertive : She knows you.

   Interrogative : Was the book interesting?
   Assertive : The book was interesting.

2. **Wh-Questions :** These begin with question words like what, why, where, when, how, etc.
   Examples :
   Interrogative : Why are they late?
   Assertive : They are late.

   Interrogative : Where is your brother?
   Assertive : Your brother is here.
3. **Negative Interrogative Sentences :** These contain negation (not) in the question.
   Examples :
   Interrogative : Isn't this a wonderful opportunity?
   Assertive : This is a wonderful opportunity.

   Interrogative : Don't they care about their work?
   Assertive : They care about their work.
4. **Rhetorical Questions :** These are asked for effect and do not expect an actual answer.
   Examples :
   Interrogative : Who doesn't want success?
   Assertive : Everyone wants success.

   Interrogative : Can there be any doubt about her honesty?
   Assertive : There is no doubt about her honesty.

Example

1. Interrogative : Are you coming with us?
   Assertive : You are coming with us.
2. Interrogative : Does she enjoy reading?
   Assertive : She enjoys reading.
3. Interrogative : Who wouldn't love such a beautiful view?
   Assertive : Everyone would love such a beautiful view.
4. Interrogative : Isn't this the best solution?
   Assertive : This is the best solution.
5. Interrogative : What is the reason for his delay?
   Assertive : The reason for his delay is unknown.
6. Interrogative : Was the movie interesting?
   Assertive : The movie was interesting.
7. Interrogative : Can anyone doubt his ability?
   Assertive : No one can doubt his ability.
8. Interrogative : Why are they so happy?
   Assertive : They are so happy.

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ASSERTIVE TO EXCLAMATORY SENTENCES

Transforming assertive sentences into exclamatory sentences involves rephrasing a statement to express strong emotions like joy, surprise, anger, sorrow, or admiration. The meaning of the sentence remains the same, but the structure changes to convey heightened emotion.

Assertive Sentence : An assertive sentence makes a simple declaration, either positive or negative, without strong emotion.

Example : She is a very talented singer.

Exclamatory Sentence : An exclamatory sentence expresses strong feelings or emotions and ends with an exclamation mark (!).

Example : What a talented singer she is!

Rules for Conversion

1. **Add Exclamatory Words :** Use words like what, how, oh, alas, bravo, hurrah, etc. to emphasize emotion.
   Example :
   Assertive : She is a very intelligent girl.
   Exclamatory : What an intelligent girl she is!
2. **For "Very" or "Truly" :** Replace very or truly with what or how to express strong feelings.
   Example :
   Assertive : It is a very beautiful day.
   Exclamatory : What a beautiful day it is!
3. **Adjectives with "How" :** Use how for sentences with adjectives describing qualities.
   Example :
   Assertive : She is extremely kind.
   Exclamatory : How kind she is!
4. **For Negative Sentences :** Retain the negative meaning while expressing emotions.
   Example :
   Assertive : It is a pity that he failed.
   Exclamatory : Alas! He failed the exam.
5. **Replace Neutral Words with Stronger Ones :** For assertive sentences expressing admiration or joy, use exclamatory phrases like hurrah, bravo, alas, oh to convey the appropriate emotion.
   Example :
   Assertive : We won the match.
   Exclamatory : Hurrah! We won the match.
6. **Rearrange the Word Order :** Place the subject and verb after the exclamatory word to form the correct structure.
   Example :
   Assertive : He is a brave soldier.
   Exclamatory : What a brave soldier he is!

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INDIRECT TO DIRECT NARRATION

Transforming sentences from indirect speech to direct speech involves reversing the changes made while converting from direct to indirect speech. The focus shifts back to quoting the speaker's exact words within quotation marks.

Steps to Convert Indirect to Direct Speech

1. Reintroduce Quotation Marks : Add quotation marks around the exact words of the speaker.
   Example :
   Indirect : He said that he was happy.
   Direct : He said, "I am happy."
2. Adjust Pronouns : Reverse the pronoun changes based on the context of the speaker and listener.
   Example :
   Indirect : She said that she liked chocolate.
   Direct : She said, "I like chocolate."
3. Restore the Original Tense : Change the verb tense back to its original form, keeping in mind the tense rules of direct speech.
   Example :
   Indirect : He said that he was writing a letter.
   Direct : He said, "I am writing a letter."
4. Adjust Time and Place Words : Convert time and place words back to their original forms.

Indirect Speech	Direct Speech
then	now
that day	today
the next day	tomorrow
the previous day	yesterday
there	here
that	this
those	these

   Example :
   Indirect : She said that she would go there the next day.
   Direct : She said, "I will go here tomorrow."
5. Reintroduce Question or Exclamation Marks : Restore the punctuation for questions or exclamatory sentences.
   Example :
   Indirect : He asked if I was coming.
   Direct : He asked, "Are you coming?"

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Tense Changes Table

Indirect Speech	Direct Speech
Past Simple	Present Simple
"He said that he went home."	"He said, 'I go home.'"
Past Continuous	Present Continuous
"She said that she was reading."	"She said, 'I am reading.'"
Past Perfect	Past Simple
"He said that he had finished his work."	"He said, 'I finished my work.'"
Past Perfect Continuous	Past Continuous
"She said that she had been sleeping."	"She said, 'I was sleeping.'"
Conditional (would)	Future Simple
"He said that he would help me."	"He said, 'I will help you.'"

Special Cases

1. **Questions :** Restore the question format using the appropriate question words or auxiliary verbs.
   Yes/No Questions :
   Indirect : He asked if I was coming.
   Direct : He asked, "Are you coming?"
   Wh-Questions :
   Indirect : She asked where I was going.
   Direct : She asked, "Where are you going?"
2. **Imperative Sentences :** Reintroduce commands or requests using the appropriate verb.
   Indirect : The teacher told me to sit down.
   Direct : The teacher said, "Sit down."

   Indirect : She requested me to help her.
   Direct : She said, "Please help me."
3. **Exclamatory Sentences :** Reintroduce the exclamation and the punctuation mark.
   Indirect : He exclaimed with joy that it was a beautiful day.
   Direct : He said, "What a beautiful day it is!"

   Indirect : She exclaimed with sorrow that she had failed the test.
   Direct : She said, "Alas! I have failed the test."

Assertive : We are very happy that we have won the tournament.

5. Exclamatory : Oh no! I missed the bus.
   Assertive : I am upset that I missed the bus.
6. Exclamatory : What a brave soldier he is!
   Assertive : He is truly a brave soldier.
7. Exclamatory : Bravo! You did a great job.
   Assertive : You have done a great job.
8. Exclamatory : How fast she runs!
   Assertive : She runs very fast.
9. Exclamatory : What an incredible story it is!
   Assertive : The story is very incredible.
10. Exclamatory : Oh! The weather is so cold.
    Assertive : The weather is very cold.

ASSERTIVE TO IMPERATIVE SENTENCES

An assertive sentence expresses a statement, either positive or negative, while an imperative sentence gives a command, request, advice, or suggestion. Transforming assertive sentences into imperative sentences involves restructuring the sentence to directly address the listener.

Assertive Sentence : An assertive sentence states a fact, idea, or opinion.

Example : You should study hard for your exams.

Imperative Sentence : An imperative sentence expresses a command, request, suggestion, or advice and often begins with the base form of the verb.

Example : Study hard for your exams.

Rules for Conversion

1. **Omit the Subject :** Imperative sentences often have an implied subject (you), so the subject is usually omitted.
   Example :
   Assertive : You should listen to your teacher.
   Imperative : Listen to your teacher.
2. **Use the Base Verb :** Begin the sentence with the base form of the verb to express the action directly.
   Example :
   Assertive : You must complete your work on time.
   Imperative : Complete your work on time.
3. **Add Politeness for Requests :** Include words like please or kindly to make the imperative sentence polite, especially if the assertive sentence conveys a request.
   Example :
   Assertive : You are requested to submit the form.
   Imperative : Please submit the form.
4. **Negative Sentences :** Use do not or never to express prohibition or advice.
   Example :
   Assertive : You should not waste your time.
   Imperative : Do not waste your time.
5. **Use "Let" for Suggestions or Permissions :** For assertive sentences giving permission or making suggestions, begin the imperative sentence with let.
   Example :
   Assertive : We should allow him to speak.
   Imperative : Let him speak.

Example

1. Assertive : You should take care of your health.
   Imperative : Take care of your health.
2. Assertive : You must not park your car here.
   Imperative : Do not park your car here.
3. Assertive : We should listen to the speaker carefully.
   Imperative : Let us listen to the speaker carefully.
4. Assertive : You are requested to switch off your phones.
   Imperative : Please switch off your phones.
5. Assertive : You should work hard to achieve your goals.
   Imperative : Work hard to achieve your goals.
6. Assertive : You must never lie to your parents.
   Imperative : Never lie to your parents.
7. Assertive : You should not waste food.
   Imperative : Do not waste food.
8. Assertive : We must respect our elders.
   Imperative : Respect your elders.
9. Assertive : You are advised to read the instructions carefully.
   Imperative : Read the instructions carefully.
10. Assertive : We should not delay any further.
    Imperative : Let us not delay any further.

IMPERATIVE TO ASSERTIVE SENTENCES

An imperative sentence gives a command, request, advice, or suggestion, while an assertive sentence states the same meaning in a declarative format. Transforming imperative sentences into assertive sentences requires rephrasing them as statements while retaining their intent.

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Imperative Sentence : An imperative sentence expresses a command, request, advice, suggestion, or instruction. It often begins with the base form of the verb and has an implied subject (you).

Example : Close the door.

Assertive Sentence : An assertive sentence makes a statement, either positive or negative.

Example : You should close the door.

Rules for Conversion

1. **Use Modal Verbs (Should, Must, Ought to, etc.) :** Replace the imperative tone with modal verbs like should, must, ought to, or requested to convert the sentence into a statement.
   Example :
   Imperative : Follow the rules.
   Assertive : You must follow the rules.
2. **For Requests, Use "Requested to" or "Kindly Asked to" :** Polite requests are converted into assertive sentences using requested to or kindly asked to.
   Example :
   Imperative : Please help the poor.
   Assertive : You are requested to help the poor.
3. **For Negative Imperatives, Use "Should Not" or "Must Not" :** Replace negative commands with modal verbs like should not or must not in the assertive form.
   Example :
   Imperative : Do not waste your time.
   Assertive : You should not waste your time.
4. **For Suggestions or Permissions, Use "Let Us" or "We Should" :** Use let us or we should for imperative sentences giving suggestions or permissions.
   Example :
   Imperative : Let us solve this problem.
   Assertive : We should solve this problem.
5. **General Commands :** Add the subject (you or we) to make the statement declarative.
   Example :
   Imperative : Complete your work.
   Assertive : You should complete your work.

Example

1. Imperative : Respect your elders.
   Assertive : You should respect your elders.
2. Imperative : Do not talk loudly.
   Assertive : You should not talk loudly.
3. Imperative : Please submit the assignment.
   Assertive : You are requested to submit the assignment.
4. Imperative : Always speak the truth.
   Assertive : You should always speak the truth.
5. Imperative : Let us go for a walk.
   Assertive : We should go for a walk.
6. Imperative : Do not waste food.
   Assertive : You must not waste food.
7. Imperative : Kindly open the window.
   Assertive : You are kindly requested to open the window.
8. Imperative : Work hard to achieve your goals.
   Assertive : You must work hard to achieve your goals.
9. Imperative : Let us celebrate the festival together.
   Assertive : We should celebrate the festival together.
10. Imperative : Never lie to your parents.
    Assertive : You should never lie to your parents.

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SIMPLE TO COMPLEX SENTENCES

Transforming a simple sentence into a complex sentence involves adding a dependent clause (subordinate clause) to the sentence. A complex sentence has one independent clause and one or more dependent clauses.

Simple Sentence : A simple sentence contains only one subject and one predicate. It expresses a single idea.

Example : She completed her homework.

Complex Sentence : A complex sentence contains one main clause (independent clause) and one or more subordinate clauses (dependent clauses) connected by subordinating conjunctions like because, although, since, when, while, etc.

Example : She completed her homework before she went to bed.

Rules for Conversion

1. **Introduce a Subordinating Conjunction :** Add a subordinating conjunction (because, since, when, if, although, etc.) to create a dependent clause.
   Example :
   Simple : She left early.
   Complex : She left because she had an urgent meeting.
2. **Replace Phrases with Clauses :** Transform a phrase (group of words without a subject and verb) into a subordinate clause.

Example :
Simple : Seeing the rain, he stayed indoors.
Complex : When he saw the rain, he stayed indoors.

3. **Use Relative Pronouns (who, which, that) :** Add a relative clause to provide additional information about a noun.
Example :
Simple : She is a writer of great talent.
Complex : She is a writer who has great talent.
4. **Add Adverbial Clauses :** Use adverbial clauses to express time, reason, condition, contrast, or manner.
Example :
Simple : He worked hard to succeed.
Complex : He worked hard so that he could succeed.
5. **Expand Infinitive Phrases into Clauses :** Replace an infinitive phrase with a dependent clause using that or another conjunction.
Example :
Simple : He decided to leave.
Complex : He decided that he would leave.
6. **Add Conditional Clauses :** Introduce conditional clauses using if, unless, provided that, etc.
Example :
Simple : Work hard to succeed.
Complex : If you work hard, you will succeed.

Example

1. Simple : She is too tired to work.
Complex : She is so tired that she cannot work.
2. Simple : He ran fast to catch the train.
Complex : He ran fast so that he could catch the train.
3. Simple : She admitted her mistake.
Complex : She admitted that she had made a mistake.
4. Simple : I was surprised at his success.
Complex : I was surprised because he succeeded.
5. Simple : The boy with a blue shirt is my friend.
Complex : The boy who is wearing a blue shirt is my friend.
6. Simple : On seeing the thief, she screamed.
Complex : When she saw the thief, she screamed.
7. Simple : He is too honest to lie.
Complex : He is so honest that he cannot lie.
8. Simple : Without her help, I couldn't have finished.
Complex : If she hadn't helped me, I couldn't have finished.
9. Simple : He confessed his crime.
Complex : He confessed that he had committed the crime.
10. Simple : To win the prize, he worked hard.
Complex : He worked hard so that he could win the prize.

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COMPLEX TO SIMPLE SENTENCES

Transforming a complex sentence into a simple sentence involves removing dependent clauses and replacing them with phrases or concise expressions. The sentence must retain the same meaning while reducing its complexity.

Complex Sentence : A complex sentence consists of one independent clause (main clause) and one or more dependent clauses (subordinate clauses) connected by subordinating conjunctions like because, although, since, when, if, etc.

Example : She stayed home because she was unwell.

Simple Sentence : A simple sentence contains only one subject and one predicate. It expresses a single idea.

Example : She stayed home due to illness.

Rules for Conversion

1. **Replace Subordinate Clauses with Phrases :** A dependent clause can often be converted into a phrase using prepositions or participles.
Example :
Complex : He left because he was tired.
Simple : He left due to tiredness.
2. **Use Infinitive Phrases :** Dependent clauses indicating purpose can be replaced with infinitive phrases.
Example :
Complex : He worked hard so that he could pass.
Simple : He worked hard to pass.
3. **Convert Relative Clauses into Adjectival Phrases :** Relative clauses introduced by who, whom, whose, which, or that can be rephrased into participial phrases.
Example :
Complex : The boy who won the race is my friend.

Example

1. Compound : He worked hard, and he passed the test.
   Simple : By working hard, he passed the test.
2. Compound : She opened the door, and she let the dog in.
   Simple : She opened the door to let the dog in.
3. Compound : The boy saw a snake, and he ran away.
   Simple : Seeing a snake, the boy ran away.
4. Compound : The teacher explained the concept, but the students did not understand.
   Simple : Despite the teacher explaining the concept, the students did not understand.
5. Compound : He was ill, so he could not attend the meeting.
   Simple : Being ill, he could not attend the meeting.
6. Compound : The weather was bad, yet they went for a picnic.
   Simple : Despite the bad weather, they went for a picnic.
7. Compound : She completed her homework, and she submitted it on time.
   Simple : Completing her homework, she submitted it on time.
8. Compound : The dog barked, and the thieves ran away.
   Simple : The thieves ran away at the dog's barking.
9. Compound : He must work hard, or he will fail.
   Simple : He must work hard to avoid failure.
10. Compound : She sings beautifully, and everyone admires her.
    Simple : She is admired for singing beautifully.

COMPLEX TO COMPOUND SENTENCES

A complex sentence can be converted into a compound sentence by replacing the dependent clause (subordinate clause) with an independent clause. This involves restructuring the sentence to include two or more independent clauses joined by a coordinating conjunction.

Complex Sentence : A complex sentence has one main (independent) clause and one or more dependent (subordinate) clauses connected by subordinating conjunctions like because, although, when, if, since, etc.

Example : She stayed home because she was sick.

Compound Sentence : A compound sentence has two or more independent clauses joined by a coordinating conjunction (and, but, or, nor, so, for, yet).

Example : She was sick, so she stayed home.

Rules for Conversion :

1. **Replace Subordinating Conjunctions with Coordinating Conjunctions :** Subordinating conjunctions like because, although, when, since, if, etc. can often be replaced by coordinating conjunctions (and, but, so, or, for, yet).
   Example :
   Complex : She stayed home because she was sick.
   Compound : She was sick, so she stayed home.
2. **Split Dependent Clauses into Independent Clauses :** Convert the subordinate clause into an independent clause and connect it with the main clause using a coordinating conjunction.
   Example :
   Complex : Although he worked hard, he failed.
   Compound : He worked hard, but he failed.
3. **Use Coordinating Conjunctions for Conditions :** Subordinate clauses indicating conditions can be rephrased using or or and to create a compound sentence.
   Example :
   Complex : If you study, you will pass the exam.
   Compound : Study, or you will fail the exam.
4. **Join with Cause and Effect Conjunctions:** Replace subordinating conjunctions indicating reason (because, since) with so or for to show cause and effect.
   Example :
   Complex : He was late because he missed the bus.
   Compound : He missed the bus, so he was late.
5. **Simplify Relative Clauses :** Replace relative clauses (who, which, that) with coordinating conjunctions to connect ideas.
   Example :
   Complex : The man who helped us was very kind.
   Compound : The man helped us, and he was very kind.

Example

1. Complex : She stayed home because she was tired.
   Compound : She was tired, so she stayed home.

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4. **Use Correlative Conjunctions :** Use pairs like not only...but also, either...or, neither...nor for more sophisticated compound sentences.
   Example :
   Simple : She likes dancing and singing.
   Compound : She not only likes dancing but also likes singing.
5. **Use "So" for Caus4e and Effect :** Express the effect of an action using so.
   Example :
   Simple : He was tired after running.
   Compound : He ran, so he was tired.

Example

1. Simple : He worked hard to achieve his goal.
   Compound : He worked hard, and he achieved his goal.
2. Simple : She was ill but attended the meeting.
   Compound : She was ill, but she attended the meeting.
3. Simple : He must hurry to catch the train.
   Compound : He must hurry, or he will miss the train.
4. Simple : In spite of the rain, they went on the trip.
   Compound : It was raining, yet they went on the trip.
5. Simple : The soldiers fought bravely to defend their country.
   Compound : The soldiers fought bravely, and they defended their country.
6. Simple : To avoid punishment, he apologized immediately.
   Compound : He apologized immediately, for he wanted to avoid punishment.
7. Simple : She practices daily to improve her skills.
   Compound : She practices daily, so she improves her skills.
8. Simple : The teacher praised the student for his honesty.
   Compound : The teacher praised the student, for he was honest.
9. Simple : Despite being rich, he is humble.
   Compound : He is rich, but he is humble.
10. Simple : Finish your work to avoid detention.
    Compound : Finish your work, or you will face detention.

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COMPOUND TO SIMPLE SENTENCES

A compound sentence can be simplified into a simple sentence by condensing the two or more independent clauses into a single idea. This involves using phrases, participles, or infinitives to express the same meaning more concisely.

Compound Sentence : A compound sentence contains two or more independent clauses joined by a coordinating conjunction (and, but, or, so, for, yet, nor).

Example : He worked hard, and he achieved success.

Simple Sentence : A simple sentence contains only one subject and one predicate, expressing a single thought.

Example : By working hard, he achieved success.

Rules for Conversion :

1. **Replace Coordinating Conjunctions with Phrases :** Convert the two clauses into one clause by using participial phrases or prepositions like by, with, in, for, to, etc.
   Example :
   Compound : He worked hard, and he achieved success.
   Simple : By working hard, he achieved success.
2. **Use Participles :** Replace one of the independent clauses with a participial phrase.
   Example :
   Compound : He saw the thief, and he raised an alarm.
   Simple : Seeing the thief, he raised an alarm.
3. Use Infinitives : Express purpose or intent using an infinitive phrase.
   Example :
   Compound : She studied hard, so she could pass the exam.
   Simple : She studied hard to pass the exam.
4. **Condense into a Prepositional Phrase :** Use prepositional phrases to combine the clauses into one concise idea.
   Example :
   Compound : The sun set, and darkness fell.
   Simple : With the setting of the sun, darkness fell.
5. **Replace with Adverbs :** Use adverbs to condense the meaning into a single clause.
   Example :
   Compound : He tried many times, but he failed.
   Simple : He failed despite trying many times.

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Simple : The boy winning the race is my friend.

4. **Use Gerunds for Adverbial Clauses :** Adverbial clauses expressing time, reason, or condition can often be replaced by gerunds.
   Example :
   Complex : After she finished her homework, she went out to play.
   Simple : After finishing her homework, she went out to play.
5. **Replace Conjunctions with Prepositions :** Subordinating conjunctions like because, since, when, while can be replaced by prepositions.
   Example :
   Complex : She stayed back since it was raining.
   Simple : She stayed back due to the rain.
6. **Condense Ideas :** Combine multiple clauses into a single thought using precise words or phrases.
   Example :
   Complex : He was angry because his friend betrayed him.
   Simple : He was angry at his friend's betrayal.

Example

1. Complex : The teacher praised the student because he was honest.
   Simple : The teacher praised the student for his honesty.
2. Complex : When the bell rang, the students rushed out.
   Simple : On the ringing of the bell, the students rushed out.
3. Complex : She stayed at home because she was sick.
   Simple : She stayed at home due to sickness.
4. Complex : He worked hard so that he might succeed.
   Simple : He worked hard to succeed.
5. Complex : The book which was written by her is very interesting.
   Simple : The book written by her is very interesting.
6. Complex : Although he is poor, he is happy.
   Simple : Despite his poverty, he is happy.
7. Complex : If you work hard, you will achieve your goals.
   Simple : By working hard, you will achieve your goals.
8. Complex : After she completed her studies, she got a job.
   Simple : After completing her studies, she got a job.
9. Complex : He bought a car that was very expensive.
   Simple : He bought a very expensive car.
10. Complex : Since it was raining, they canceled the picnic.
    Simple : Due to the rain, they canceled the picnic.

SIMPLE TO COMPOUND SENTENCES

Transforming a simple sentence into a compound sentence involves splitting the sentence into two or more independent clauses joined by a coordinating conjunction. A compound sentence makes the sentence more elaborate and clear.

Simple Sentence : A simple sentence contains only one subject and one predicate, expressing a single idea.

Example : She ran fast to catch the bus.

Compound Sentence : A compound sentence consists of two or more independent clauses joined by a coordinating conjunction (e.g., and, but, or, nor, so, yet, for).

Example : She ran fast, and she caught the bus.

Rules for Conversion

1. **Use Coordinating Conjunctions :** Combine two ideas using conjunctions like and, but, or, nor, so, yet, for to create a compound sentence.
   Example :
   Simple : She worked hard to succeed.
   Compound : She worked hard, and she succeeded.
2. **Split Actions into Two Clauses :** Separate two actions or ideas in the simple sentence into two independent clauses.
   Example :
   Simple : He studied well to pass the exam.
   Compound : He studied well, and he passed the exam.
3. **Replace Phrases with Independent Clauses :** Turn descriptive phrases into full clauses to form a compound sentence.
   Example :
   Simple : Despite his hard work, he failed.
   Compound : He worked hard, but he failed.

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2. Complex : Although it was raining, they went for a walk.
   Compound : It was raining, but they went for a walk.
3. Complex : Since he was ill, he could not attend school.
   Compound : He was ill, so he could not attend school.
4. Complex : If you hurry, you will catch the train.
   Compound : Hurry, or you will miss the train.
5. Complex : The boy who won the prize is my friend.
   Compound : The boy won the prize, and he is my friend.
6. Complex : When the bell rang, the students left the classroom.
   Compound : The bell rang, and the students left the classroom.
7. Complex : Although she was rich, she was not happy.
   Compound : She was rich, but she was not happy.
8. Complex : He apologized because he made a mistake.
   Compound : He made a mistake, so he apologized.
9. Complex : When the sun set, the stars appeared.
   Compound : The sun set, and the stars appeared.
10. Complex : If you do not follow the rules, you will face consequences.
    Compound : Follow the rules, or you will face consequences.

COMPOUND TO COMPLEX SENTENCES

Transforming a compound sentence into a complex sentence involves replacing coordinating conjunctions (e.g., and, but, or, so) with subordinating conjunctions (e.g., because, although, since, when, if) to create dependent clauses.

Compound Sentence : A compound sentence consists of two or more independent clauses connected by coordinating conjunctions like and, but, or, so, for, yet, nor.

Example : He studied hard, and he passed the exam.

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Complex Sentence : A complex sentence consists of one main (independent) clause and one or more dependent (subordinate) clauses connected by subordinating conjunctions like because, although, since, when, if, etc.

Example : He passed the exam because he studied hard.

Rules for Conversion

1. **Replace Coordinating Conjunctions with Subordinating Conjunctions :** Substitute conjunctions like and, but, or, so with subordinating conjunctions like because, although, since, if, unless, while, when, etc.
   Example :
   Compound : He worked hard, and he succeeded.
   Complex : He succeeded because he worked hard.
2. **Introduce Subordinate Clauses :** Turn one of the independent clauses into a dependent clause.
   Example :
   Compound : The bell rang, and the students left the classroom.
   Complex : When the bell rang, the students left the classroom.
3. **Express Cause and Effect Using "Because" or "Since" :** Replace so or for with because or since to show cause and effect.
   Example :
   Compound : He was tired, so he went to bed early.
   Complex : He went to bed early because he was tired.
4. **Use "Although" or "Though" for Contrasts :** Replace but or yet with although or though to introduce a subordinate clause expressing contrast.
   Example :
   Compound : She was unwell, but she attended the meeting.
   Complex : Although she was unwell, she attended the meeting.
5. **Use Conditional Clauses :** Replace or with if or unless to indicate conditions.
   Example :
   Compound : Work hard, or you will fail.
   Complex : If you do not work hard, you will fail.
6. **Use "While" or "When" for Simultaneous Actions :** Replace and with subordinating

(c) He said that he didn't believe in me.
(d) He said I don't believe you.

(ii) Some boys were helping the wounded man.
(Begin : The wounded…)
(a) The wounded man was helping some boys.
(b) The wounded man were helping some boys.
(c) The wounded man was being helped by some boys.
(d) The wounded boys were helping the man.

(iii) He is as wise as Solomon.
(Use : 'wiser')
(a) Solomon was wiser than he is.
(b) He and Solomon are wiser.
(c) Solomon was the wisest.
(d) Solomon was not wiser than he is.

(iv) If the boys do not reach the school on time, they will be punished.
(Begin : Unless…)
(a) Unless the boys reach the school on time, they will not be punished.
(b) Unless the boys are punished, they will not reach the school on time.
(c) Unless the school punished the boys, they will not reach on time.
(d) Unless the boys reach the school on time, they will be punished.

(v) As soon as he reaches home, his friends call him.
(Begin : Hardly…)
(a) Hardly does he reach home when his friends call him.
(b) Hardly had he reached home than his friends called him.
(c) Hardly, he reaches home, his friends call him.
(d) Hardly when he reaches home than his friends call him.

(vi) She is weak, but she is courageous.
(Begin : Despite…)
(a) Despite of being weak, she is courageous.
(b) Despite being weak, she is courageous.
(c) Despite being courageous, she is not weak.
(d) Despite weak, she is courageous.

(vii) We will never forget what we saw.
(Begin : Never...)
(a) Never forget what we see.
(b) Never will we forget what we had seen.
(c) Never will we see what we forget.
(d) Never will we forget what we saw.

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(viii) Jaswant's grandfather is too old to take up this job.
(Use : ...so...that...)
(a) Jaswant's grandfather is so old that he could not take up this job.
(b) Jaswant's grandfather is so old that he cannot take up this job.
(c) Jaswant's grandfather is so old that he could take up this job.
(d) Jaswant's grandfather is so old that he can take up this job.

Ans :

(i) (c) He said that he didn't believe in me.
The sentence correctly converts the direct speech "I don't believe you" into indirect speech, maintaining tense consistency. The use of "didn't believe" follows the shift from present to past tense as per the rules of reported speech.

(ii) (c) The wounded man was being helped by some boys.
This sentence correctly transforms the active voice into the passive voice. The phrase "some boys were helping" becomes "was being helped by some boys," ensuring grammatical accuracy and preserving the original meaning.

(iii) (a) Solomon was wiser than he is.
The sentence uses "wiser" to compare Solomon and the subject, maintaining the correct degree of comparison. It adheres to the rule of forming comparative sentences while keeping the tense of the sentence accurate.

(iv) (d) Unless the boys reach the school on time, they will be punished.
The sentence uses "unless" to replace the conditional phrase "if they do not" while maintaining logical clarity. The transformation emphasizes the condition for avoiding punishment while retaining grammatical correctness.

(v) (b) Hardly had he reached home than his friends called him.
The sentence "Hardly had he reached home than his friends called him" begins appropriately with "Hardly" and uses the required inverted structure (had he reached). The past perfect tense (had reached) followed by "than" ensures logical sequencing and accuracy. This transformation conveys the immediacy of the events clearly and adheres to the rules of sentence inversion with negative adverbs like "Hardly."

(vi) (b) Despite being weak, she is courageous.
The sentence begins with "Despite" and uses the gerund "being weak" to transform the original

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(c) The house needs to be cleaned thoroughly again.
(d) The house needed to be thoroughly cleaned yet again.

(vi) My sister offered me a new job in her company.
(Begin with : A new job...)
(a) A new job was offered to me by my sister in her company.
(b) A new job has been offered to me by my sister in her company.
(c) A new job had been offered to me by my sister in her company.
(d) A new job was being offered to me by my sister in her company.

(vii) "I am going to watch my friend's play tomorrow," she said.
(Begin with : She said...)
(a) She said that she is going to watch her friend's play tomorrow.
(b) She said that she will be going to watch her friend's play tomorrow.
(c) She said that she was going to watch my friend's play the following day.
(d) She said that she was going to watch her friend's play the following day.

(viii) Nithin is more talented than most of the professional musicians I know.
(Use : few)
(a) Professional musicians I know have few talents as Nithin.
(b) Few professional musicians I know are as talented as Nithin.
(c) Few professional musicians I know are not as talented as Nithin.
(d) Professional musicians I know do not have as few talents as Nithin.

Ans :

(i) (d) No sooner had the burglar seen the guard than he ran away.
The sentence follows the rule of inversion with "No sooner", requiring the past perfect tense (had seen) for the first action and the simple past tense (ran) for the second. The conjunction "than" ensures logical and grammatical accuracy.

(ii) (d) The children have been trained well by their parents.
The sentence transforms the active voice into passive voice while retaining the present perfect tense ("have trained" → "have been trained"). It adheres to the instruction to start with "The children", ensuring grammatical correctness and clarity.

(iii) (b) It has been one month since my cousins returned home.
The phrase "It has been" appropriately conveys the passage of time, and "since" establishes a clear link between the present and the past event of their return. This transformation maintains grammatical accuracy and logical meaning.

(iv) (b) Unless your form is submitted on time, it will not be accepted.
The sentence replaces the conditional phrase "if" with "unless" to emphasize the importance of timely submission. The transformation retains the original meaning while adhering to grammatical rules for expressing conditions.

(v) (c) The house needs to be cleaned thoroughly again.
The word "thoroughly" is positioned correctly to describe the required action. The passive voice structure aligns with the original meaning, ensuring grammatical precision and a clear expression of the sentence.

(vi) (a) A new job was offered to me by my sister in her company.
The sentence accurately transforms the active voice into passive voice, beginning with "A new job" as instructed. The use of "was offered" in the past tense ensures the sentence remains logically and grammatically sound.

(vii) (d) She said that she was going to watch her friend's play the following day.
The direct speech is correctly converted into indirect speech. The tense changes from "am going" to "was going", and "tomorrow" is replaced with "the following day" to reflect the reported nature of the statement, ensuring grammatical accuracy.

(viii) (b) Few professional musicians I know are as talented as Nithin.
The sentence rephrases the comparison using "few", retaining the original meaning. It correctly highlights that only a few professional musicians match Nithin's talent, ensuring logical clarity and grammatical correctness.

2. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence. Choose the correct option.

(i) He said to me, "I don't believe you."
(Begin with : He said...)
(a) He said he doesn't want to believe in me.
(b) He said that he didn't believe in me.

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conjunctions like while or when for actions happening at the same time.
Example :
Compound : She cooked dinner, and he set the table.
Complex : While she cooked dinner, he set the table.

Example

1. Compound : He was late, so he missed the bus.
   Complex : He missed the bus because he was late.
2. Compound : The child cried, but she didn't complain.
   Complex : Although the child cried, she didn't complain.
3. Compound : He studied hard, and he achieved his goal.
   Complex : He achieved his goal because he studied hard.
4. Compound : The train was delayed, so we waited at the station.
   Complex : We waited at the station because the train was delayed.
5. Compound : Finish your work, or you will face punishment.
   Complex : If you do not finish your work, you will face punishment.
6. Compound : She was tired, yet she completed her assignment.
   Complex : Although she was tired, she completed her assignment.
7. Compound : The sun set, and the stars appeared.
   Complex : When the sun set, the stars appeared.
8. Compound : He worked hard, but he did not win the prize.
   Complex : Although he worked hard, he did not win the prize.
9. Compound : The dog barked, and the thief ran away.
   Complex : When the dog barked, the thief ran away.
10. Compound : Speak the truth, or you will be punished.
    Complex : If you do not speak the truth, you will be punished.

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EXERCISE (SOLVED)

1. Choose the correct option to rewrite the following according to the instructions given after each sentence

(i) The burglar ran away the moment he saw the guard.
(Begin with : No sooner...)
(a) No sooner has the burglar seen the guard, he ran away.
(b) No sooner than the burglar saw the guard, he ran away.
(c) No sooner did the burglar see the guard when he ran away.
(d) No sooner had the burglar seen the guard than he ran away.

(ii) The parents have trained their children well.
(Begin with : The children...)
(a) The children were trained well by their parents.
(b) The children is being trained well by their parents.
(c) The children had been trained well by their parents.
(d) The children have been trained well by their parents.

(iii) My cousins returned home one month ago.
(Begin with : It has...)
(a) It has been one month for my cousins' return to home.
(b) It has been one month since my cousins returned home.
(c) It has been one month when my cousins returned home.
(d) It has been one month ago that my cousins returned home.

(iv) Your form will be accepted if it is submitted on time.
(Use : 'unless')
(a) Your form will be accepted unless it is submitted on time.
(b) Unless your form is submitted on time, it will not be accepted.
(c) Unless the form is accepted, it should be submitted on time.
(d) Your form will be accepted unless it is not submitted on time.

(v) The house needs a thorough cleaning again.
(Use : thoroughly)
(a) The house needs a thoroughly cleaning again.
(b) The house needed a cleaning thoroughly again.

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sentence while retaining meaning. The structure emphasizes the contrast between weakness and courage effectively and concisely.

(vii) (b) Never will we forget what we had seen.
The sentence "Never will we forget what we had seen" correctly starts with "Never" and uses inversion (will we forget) as required. The phrase "what we had seen" emphasizes the memory of a past event using the past perfect tense, ensuring the sentence conveys both the sequence and the significance of the experience accurately. This transformation adheres to grammatical rules and maintains the intended meaning while enhancing the focus on the event.

(viii) (b) Jaswant's grandfather is so old that he cannot take up this job.
The sentence correctly uses the structure "so... that" to convey the inability of Jaswant's grandfather to perform the task due to his age. The transformation maintains clarity and coherence while aligning with grammatical rules.

3. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence. Choose the correct option.

(i) The captain said, "It gives me great pleasure to be here this evening".
(Begin : The captain…)
(a) The captain said that it was giving him great pleasure to be there that evening.
(b) The captain said that it gives me great pleasure to be there this evening.
(c) The captain said that it gave him great pleasure to be here this evening.
(d) The captain said that it gave him great pleasure to be there that evening.

(ii) Unless the train arrives on time, we shall miss the concert.
(Begin : If…)
(a) If the train arrives on time, we shall miss the concert.
(b) If the train does not arrive on time, we shall miss the concert.
(c) If the train arrived on time, we shall miss the concert.
(d) If the train does not arrive on time, we shall not miss the concert.

(iii) He has applied many times. He has never been selected.
(Begin : In spite…)
(a) In spite of applying many times, he had never been selected.
(b) In spite applying many times, he has never been selected.
(c) In spite of applying many times, he has never been selected.
(d) In spite never being selected, he has applied many times.

(iv) Very few managers are as honest as James.
(End : …managers)
(a) James is more honest than other managers.
(b) James is more honest than most other managers.
(c) James is less honest than many other managers.
(d) James is most honest among other managers.

(v) I accept your offer.
(Use : acceptable)
(a) Your offer is acceptable to me.
(b) Your offer was acceptable to me.
(c) Your offer is acceptable.
(d) Your acceptable offer came to me.

(vi) As soon as he finishes his work, he starts playing.
(Begin : Hardly…)
(a) Hardly his work is finished, he starts playing.
(b) Hardly he finishes his work, he starts playing.
(c) Hardly he has finished his work and he starts playing.
(d) Hardly does he finish his work, when he starts playing.

(vii) My father gave me a pen.
(Begin : A pen…)
(a) A pen had been given to me by my father.
(b) A pen was given to me by my father.
(c) My father was gave me a pen.
(d) A pen was given by me to my father.

(viii) I have never seen Mr. Joe lose his temper.
(Begin : Never…)
(a) Never I have seen Mr. Joe lose his temper.
(b) Never did I see Mr. Joe lose his temper.
(c) Never have I seen Mr. Joe losing his temper.
(d) Never ever did I see Mr. Joe lose his temper.

Ans :

(i) (d) The captain said that it gave him great pleasure to be there that evening.
The sentence transforms direct speech into indirect speech by adjusting the tense ("gives" → "gave") and changing the pronouns appropriately. "here" becomes "there", ensuring grammatical accuracy and clarity.

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(ii) (b) If the train does not arrive on time, we shall miss the concert.

The sentence replaces "unless" with "if", retaining the negative condition. This transformation ensures that the meaning is preserved while following grammatical rules.

(iii) (c) In spite of applying many times, he has never been selected.

The sentence uses "In spite of" followed by the gerund "applying" to show contrast. The original meaning is retained while adhering to grammatical correctness.

(iv) (b) James is more honest than most other managers.

The sentence effectively rephrases the comparative degree of honesty while ending with "managers". It emphasizes James's honesty and ensures structural correctness.

(v) (a) Your offer is acceptable to me.

The verb "accept" is converted into the adjective "acceptable", and the sentence maintains the original meaning. This transformation follows grammatical rules and ensures clarity.

(vi) (d) Hardly does he finish his work, when he starts playing.

The sentence uses "Hardly" followed by inversion (does he finish) to indicate immediate action. This transformation preserves the meaning while adhering to rules for negative adverbs.

(vii) (b) A pen was given to me by my father.

The active voice sentence is transformed into passive voice, and "was given" correctly reflects the past tense. The meaning remains unchanged, and the transformation is grammatically correct.

(viii) (c) Never have I seen Mr. Joe losing his temper.

The sentence begins with "Never" and uses inversion (have I seen) as required. The gerund "losing" emphasizes the continuous nature of the action, ensuring clarity and coherence.

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4. Read each sentence with its instructions. Choose the correct answer from the options provided beneath each :

(i) The news has been brought to us by him.
(Begin : He...)
(a) He brought us the news.
(b) He has brought the news to us.
(c) He has brought us the news.
(d) He bought us the news.

(ii) The National Anthem began when I reached school.
(Begin : No sooner...)
(a) No sooner had the National Anthem began than I reached school.
(b) No sooner had I reached school than the National Anthem began.
(c) No sooner does the National Anthem begin than I reached school.
(d) No sooner had I reached school then the National Anthem began.

(iii) Rajiv is too weak to walk.
(Begin : Rajiv is so...)
(a) Rajiv is so weak so he cannot walk.
(b) Rajiv is so weak to walk.
(c) Rajiv is so weak that he cannot walk.
(d) Rajiv is so weak that he can walk.

(iv) It is dangerous, as well as illegal, to ride a motorcycle without a helmet.
(Begin : It is not...)
(a) It is not dangerous, but illegal to ride a motorcycle without a helmet.
(b) It is not only dangerous but also illegal to ride a motorcycle without a helmet.
(c) It is not only dangerous and also illegal to ride a motorcycle without a helmet.
(d) It is not only dangerous and illegal to ride a motorcycle without a helmet.

(v) Nima would rather read a book than watch a movie.
(Rewrite using 'Prefer')
(a) Nima would rather prefer the movie to the book.
(b) Nima would prefer reading a book to watching a movie.
(c) Nima would prefer watched a movie to reading a book.
(d) Nima would prefer the book to watching a movie.

(vi) He said, "Will you listen to such a man?"
(Begin : He asked...)
(a) He asked them to listen to such a man.
(b) He asked them would you listen to such a man.
(c) He asked them whether they would listen to such a man.
(d) He asked them not to listen to such a man.

(vii) If you tell me the truth, I shall not punish you.
(Use : 'Unless')
(a) Unless you tell me the truth, I shall punish you.

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(b) Unless I punish you, you shall not tell me the truth.
(c) Unless I punish you, you shall tell me the truth.
(d) Unless you tell me the truth, I shall not punish you.

(viii) In spite of repeated warnings, Anshul paid no heed.
(Use : 'Despite')
(a) Despite paying repeated warnings, Anshul does not heed.
(b) Despite repeated warning, Anshul paid no heed.
(c) Despite paying no heed, Anshul has been repeatedly warned.
(d) Despite of repeated warning Anshul.

Ans :

(i) (c) He has brought us the news.
The sentence correctly transforms the passive voice into active voice while maintaining the tense. The use of "has brought" matches the present perfect tense of the original sentence, ensuring grammatical precision and clarity.

(ii) (b) No sooner had I reached school than the National Anthem began.
The sentence begins with "No sooner" followed by the auxiliary verb "had" to indicate the past perfect tense. The use of "than" ensures proper comparison and logical sequencing.

(iii) (c) Rajiv is so weak that he cannot walk.
The affirmative sentence is transformed into a negative sentence using "so...that" to show inability. This rephrasing preserves the original meaning and adheres to grammatical rules.

(iv) (b) It is not only dangerous but also illegal to ride a motorcycle without a helmet.
The correlative conjunction "not only...but also" is correctly used to link the two ideas of danger and illegality. The sentence maintains parallel structure and clarity.

(v) (b) Nima would prefer reading a book to watching a movie.
The structure "prefer...to" is used to express preference between two actions. The gerunds "reading" and "watching" ensure grammatical accuracy and maintain the intended meaning.

(vi) (c) He asked them whether they would listen to such a man.
In reported speech, the question in the present tense changes to the past tense ("will" → "would"), and the interrogative sentence becomes a statement using "whether."

(vii) (a) Unless you tell me the truth, I shall punish you.
The sentence uses "Unless" to express negation. When replacing "if," the negative clause remains intact. This transformation ensures logical clarity and grammatical correctness.

(viii) (b) Despite repeated warning, Anshul paid no heed.
The sentence begins with "Despite" to indicate contrast. The transformation avoids the use of unnecessary words and correctly conveys the intended meaning with a concise and grammatically accurate structure.

5. Re-write the following sentences according to the instructions given after each.
Make other changes that may be necessary, but do not change the meaning of each sentence. Choose the correct option.

(i) The dog barked loudly when it saw the stranger.
(Begin : No sooner...)
(a) No sooner did the dog bark loudly, it saw the stranger.
(b) No sooner the dog barked loudly than it saw the stranger.
(c) No sooner did the dog see the stranger than it barked loudly.
(d) No sooner had the dog barked loudly than it saw the stranger.

(ii) She has completed her assignments.
(Begin : Her assignments...)
(a) Her assignments were completed by her.
(b) Her assignments have been completed by her.
(c) Her assignments are completed by her.
(d) Her assignments had been completed by her.

(iii) The road was so slippery that the car skidded.
(Begin : The road was too...)
(a) The road was too slippery for the car to skid.
(b) The road was too slippery that the car skidded.
(c) The road was too slippery for the car to avoid skidding.
(d) The road was too slippery to skid the car.

(iv) Unless he studies hard, he will not pass the exam.
(Begin : If...)
(a) If he studies hard, he will not pass the exam.
(b) If he does not study hard, he will not pass the exam.
(c) If he does not study hard, he will pass the exam.
(d) If he studies hard, he will pass the exam.

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(v) "Are you coming to the meeting today?" he asked.
(Begin : He asked...)
(a) He asked me if I was coming to the meeting that day.
(b) He asked if I will come to the meeting today.
(c) He asked if I was coming to the meeting today.
(d) He asked me whether I am coming to the meeting that day.

(vi) The box is too heavy for me to lift.
(Rewrite using : so...that...)
(a) The box is so heavy that I cannot lift it.
(b) The box is so heavy that I can lift it.
(c) The box is so heavy that it cannot be lifted.
(d) The box is so heavy for me to lift it.

(vii) He will win the race if he trains regularly.
(Use : unless)
(a) Unless he trains regularly, he will win the race.
(b) Unless he wins the race, he will not train regularly.
(c) Unless he trains regularly, he will not win the race.
(d) Unless he does not train regularly, he will win the race.

(viii) Despite being poor, she is content with her life.
(Begin : Although...)
(a) Although she is poor, but she is content with her life.
(b) Although she is poor, she is content with her life.
(c) Although she is content, but she is poor in life.
(d) Although poor, but she is content with her life.

Ans :

(i) (c) No sooner did the dog see the stranger than it barked loudly.
Starting with "No sooner" requires inversion of the subject and verb (did the dog see) and the conjunction "than" to connect events. The past simple tense ensures clarity, sequencing and grammatical correctness.

(ii) (b) Her assignments have been completed by her.
Transforming the sentence into passive voice retains the present perfect tense by changing "has completed" to "have been completed". Starting with "Her assignments" meets the instruction, ensuring the original meaning is intact and grammatically accurate.

(iii) (c) The road was too slippery for the car to avoid skidding.
The phrase "too...to" replaces "so...that" effectively, describing the slipperiness of the road. The transformation uses the infinitive "to avoid skidding" for clarity, aligning with grammatical norms while maintaining the original meaning of the sentence.

(iv) (b) If he does not study hard, he will not pass the exam.
Replacing "unless" with "if" maintains the conditional meaning. The sentence highlights the negative condition (not studying) for failing the exam. This transformation ensures logical flow and adherence to grammatical rules.

(v) (a) He asked me if I was coming to the meeting that day.
The direct question is converted into indirect speech with the required changes : "Are" becomes "was", and "today" changes to "that day". The transformation ensures grammatical precision and coherence.

(vi) (a) The box is so heavy that I cannot lift it.
The phrase "so...that" correctly replaces "too... to", emphasizing the box's heaviness and inability to lift it. The transformation maintains the meaning while ensuring the sentence is grammatically correct and logically structured.

(vii) (c) Unless he trains regularly, he will not win the race.
The negative condition is expressed using "unless", replacing "if". The sentence retains its meaning, emphasizing the necessity of regular training for success. This transformation adheres to grammatical accuracy and logical clarity.

(viii) (b) Although she is poor, she is content with her life.
The sentence begins with "Although" to express contrast, followed by a clear, direct structure. The transformation avoids unnecessary conjunctions, ensuring coherence and grammatical correctness while maintaining the original sentiment.

6. Re-write the following sentences according to the instructions given after each.
Make other changes that may be necessary, but do not change the meaning of each sentence. Choose the correct option.

(i) The thief escaped before the police could catch him.
(Begin : No sooner...)
(a) No sooner did the thief escape than the police could catch him.

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(b) No sooner had the thief escaped than the police could catch him.
(c) No sooner did the thief escape when the police caught him.
(d) No sooner had the thief escaped than the police arrived.

(ii) The students will complete the project by tomorrow.
(Begin : The project...)
(a) The project will have been completed by the students tomorrow.
(b) The project will have completed by the students tomorrow.
(c) The project will be completed by the students by tomorrow.
(d) The project was completed by the students by tomorrow.

(iii) The news was so shocking that everyone was speechless.
(Begin : The news was too...)
(a) The news was too shocking that everyone was speechless.
(b) The news was too shocking for everyone to say anything.
(c) The news was too shocking that nobody could speak.
(d) The news was too shocking to remain speechless.

(iv) Unless you work hard, you cannot succeed.
(Begin : If...)
(a) If you do not work hard, you cannot succeed.
(b) If you work hard, you cannot succeed.
(c) If you do not work hard, you can succeed.
(d) If you work hard, you can succeed.

(v) "Did you complete your homework?" the teacher asked.
(Begin : The teacher asked...)
(a) The teacher asked me if I completed my homework.
(b) The teacher asked me if I had completed my homework.
(c) The teacher asked me if I have completed my homework.
(d) The teacher asked me whether I complete my homework.

(vi) The task was too difficult for him to complete.
(Rewrite using : so...that...)
(a) The task was so difficult that he could not complete it.
(b) The task was so difficult that he could complete it.
(c) The task was so difficult that it could not be completed.
(d) The task was so difficult for him to complete it.

(vii) He will miss the train if he does not leave now.
(Use : unless)
(a) Unless he does not leave now, he will miss the train.
(b) Unless he leaves now, he will not miss the train.
(c) Unless he leaves now, he will miss the train.
(d) Unless he does leave now, he will miss the train.

(viii) Despite his injury, he continued playing.
(Begin : Although...)
(a) Although he was injured, but he continued playing.
(b) Although he was injured, he continued playing.
(c) Although he continued playing, but he was injured.
(d) Although injured, but he continued playing.

Ans :

(i) (b) No sooner had the thief escaped than the police could catch him.
The sentence starts with "No sooner", requiring inversion of the auxiliary verb and subject (had the thief escaped) and the conjunction "than" to link events. The past perfect tense ensures grammatical accuracy and proper sequencing.

(ii) (c) The project will be completed by the students by tomorrow.
The sentence transforms into passive voice while retaining the future tense. The phrase "will be completed" maintains grammatical accuracy and ensures the original meaning is conveyed clearly.

(iii) (b) The news was too shocking for everyone to say anything.
The phrase "too...to" replaces "so...that" to emphasize the shocking nature of the news. The transformation uses "to say anything" as a precise way of describing the response, adhering to grammatical norms.

(iv) (a) If you do not work hard, you cannot succeed.
Replacing "unless" with "if" maintains the conditional structure. The negative clause "do not work hard" aligns with the intended meaning and ensures logical and grammatical clarity.

(v) (b) The teacher asked me if I had completed my homework.
In reported speech, the verb tense changes from "did" to "had completed" to reflect past perfect.

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(b) Although she was injured, but she participated in the competition.
(c) Although she had injuries, but she participated in the competition.
(d) Although she had injuries, she participated in the competition.

(vii) He is as tall as his elder brother.
(Use : taller)
(a) His elder brother is taller than he is.
(b) He is taller than his elder brother.
(c) His elder brother is not taller than he is.
(d) He is not taller than his elder brother.

(viii) The mountain is so high that no one can climb it.
(Rewrite using : too...to...)
(a) The mountain is too high to climb by anyone.
(b) The mountain is too high for anyone to climb.
(c) The mountain is too high for no one to climb.
(d) The mountain is too high to climb it.

Ans :

(i) (a) The project was completed by the students before the deadline.
The active voice sentence is transformed into passive voice while maintaining the past tense. The subject and object are swapped, and "was completed" ensures grammatical correctness and adherence to the instruction.

(ii) (d) No sooner had the bell rung than the class dispersed.
The sentence begins with "No sooner", requiring inversion with "had" and the past perfect tense (rung). The conjunction "than" connects the two actions in proper sequence, ensuring clarity and accuracy.

(iii) (a) The tea is so hot that I cannot drink it.
The sentence uses "so...that" to replace "too... to", emphasizing the heat of the tea as a barrier to drinking it. The transformation maintains the original meaning with correct grammatical structure.

(iv) (c) Unless you study hard, you will not succeed.
The sentence replaces "if" with "unless" to express a negative condition. This transformation maintains the original meaning while following the grammatical rules for conditional sentences.

(v) (b) He said that he had completed his homework.
The sentence transforms direct speech into indirect speech, changing the tense from "have completed" to "had completed" to align with the rules of reported speech. The transformation ensures grammatical accuracy and logical coherence.

(vi) (d) Although she had injuries, she participated in the competition.
The sentence uses "Although" to indicate contrast. It avoids unnecessary conjunctions like "but", ensuring grammatical correctness while retaining the intended meaning of her perseverance despite being injured.

(vii) (c) His elder brother is not taller than he is.
The comparative degree (taller) is used to indicate that both individuals are of equal height. The transformation follows the instruction to use "taller" while ensuring grammatical precision and logical clarity.

(viii) (b) The mountain is too high for anyone to climb.
The sentence uses "too...to" to replace "so... that", emphasizing the impossibility of climbing the mountain. The phrase "for anyone" ensures clarity while maintaining the original meaning of the sentence.

9. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence. Choose the correct option.

(i) The children are decorating the hall for the event.
(Begin : The hall...)
(a) The hall was decorated by the children for the event.
(b) The hall is being decorated by the children for the event.
(c) The hall has been decorated by the children for the event.
(d) The hall is decorated by the children for the event.

(ii) As soon as the match ended, the crowd cheered loudly.
(Begin : No sooner...)
(a) No sooner did the match end than the crowd cheered loudly.
(b) No sooner does the match end than the crowd cheered loudly.
(c) No sooner had the match ended than the crowd cheered loudly.
(d) No sooner had the crowd cheered loudly than the match ended.

(iii) The cake is too sweet for me to eat.
(Rewrite using : so...that...)
(a) The cake is so sweet that I cannot eat it.
(b) The cake is so sweet that I could not eat it.
(c) The cake is so sweet that I may not eat it.
(d) The cake is so sweet that no one can eat it.

Ans :

(i) (b) No sooner had the train left than we reached the station.
The sentence starts with "No sooner", requiring inversion of the auxiliary verb (had the train left) and linking the two events using "than". This ensures correct sequencing in the past perfect tense.

(ii) (b) The championship has been won by the team this year.
The active voice sentence is converted into passive voice while retaining the present perfect tense (has been won). This transformation maintains grammatical precision and conveys the same meaning.

(iii) (a) The food was too spicy for us to eat.
The sentence uses "too...to" to replace "so... that", emphasizing the extreme spiciness of the food. The transformation ensures the sentence remains concise and grammatically accurate.

(iv) (c) Unless you hurry, you will miss the bus.
The sentence uses "unless" to express a negative condition. This transformation avoids double negatives, ensuring logical clarity and grammatical correctness while preserving the original meaning.

(v) (b) He asked me if I had seen the movie last night.
The sentence correctly transforms direct speech into indirect speech, changing the tense from "did see" to "had seen" to match the past perfect. The phrase "if I had seen" ensures grammatical accuracy.

(vi) (a) The homework was so difficult that the children could not complete it.
The sentence uses "so...that" to replace "too... to", emphasizing the difficulty of the homework. The transformation maintains logical coherence and grammatical precision.

(vii) (b) He speaks so fast that we cannot understand him.
The sentence uses "so...that" to indicate the consequence of speaking fast. The present tense (cannot) aligns with the original meaning, ensuring logical clarity and correctness.

(viii) (a) Although he worked hard, he failed to win the race.
The sentence begins with "Although" to indicate contrast. It avoids unnecessary conjunctions like "but", ensuring grammatical accuracy and retaining the intended meaning of his effort being insufficient for success.

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8. Re-write the following sentences according to the instructions given after each.
Make other changes that may be necessary, but do not change the meaning of each sentence. Choose the correct option.

(i) The students completed the project before the deadline.
(Begin : The project...)
(a) The project was completed by the students before the deadline.
(b) The project has been completed by the students before the deadline.
(c) The project is completed by the students before the deadline.
(d) The project was being completed by the students before the deadline.

(ii) As soon as the bell rang, the class dispersed.
(Begin : No sooner...)
(a) No sooner did the bell ring than the class dispersed.
(b) No sooner the bell rang than the class dispersed.
(c) No sooner does the bell ring than the class dispersed.
(d) No sooner had the bell rung than the class dispersed.

(iii) The tea is too hot for me to drink.
(Rewrite using : so...that...)
(a) The tea is so hot that I cannot drink it.
(b) The tea is so hot that I could not drink it.
(c) The tea is so hot that I may not drink it.
(d) The tea is so hot that it cannot be drunk by me.

(iv) If you study hard, you will succeed.
(Use : Unless...)
(a) Unless you do not study hard, you will succeed.
(b) Unless you study hard, you will succeed.
(c) Unless you study hard, you will not succeed.
(d) Unless you study hard, you shall succeed.

(v) He said, "I have completed my homework."
(Begin : He said that...)
(a) He said that he has completed his homework.
(b) He said that he had completed his homework.
(c) He said that he completed his homework.
(d) He said that his homework was completed.

(vi) Despite her injuries, she participated in the competition.
(Begin : Although...)
(a) Although she had injuries, she participated in the competition.

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The transformation uses "if" to introduce the question, ensuring grammatical precision and clarity.

(vi) (a) The task was so difficult that he could not complete it.
The sentence uses "so...that" to replace "too...to", emphasizing the task's difficulty and the resulting inability to complete it. The transformation maintains the intended meaning while ensuring grammatical correctness.

(vii) (c) Unless he leaves now, he will miss the train.
The sentence uses "unless" to express a negative condition. The transformation clearly states the necessity of leaving immediately to avoid missing the train, ensuring logical flow and grammatical accuracy.

(viii) (b) Although he was injured, he continued playing.
The sentence starts with "Although" to show contrast and omits unnecessary conjunctions like "but". The transformation ensures clarity, coherence, and grammatical precision while retaining the original meaning.

7. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence. Choose the correct option.

(i) The train left before we reached the station.
(Begin : No sooner...)
(a) No sooner did the train leave than we reached the station.
(b) No sooner had the train left than we reached the station.
(c) No sooner had we reached the station than the train left.
(d) No sooner did we reach the station than the train left.

(ii) The team has won the championship this year.
(Begin : The championship...)
(a) The championship was won by the team this year.
(b) The championship has been won by the team this year.
(c) The championship is won by the team this year.
(d) The championship had been won by the team this year.

(iii) The food was so spicy that we couldn't eat it.
(Begin : The food was too...)
(a) The food was too spicy for us to eat.
(b) The food was too spicy so we could not eat it.
(c) The food was too spicy and we could not eat it.
(d) The food was too spicy to eat it.

(iv) If you don't hurry, you will miss the bus.
(Use : Unless...)
(a) Unless you don't hurry, you will miss the bus.
(b) Unless you hurry, you will not miss the bus.
(c) Unless you hurry, you will miss the bus.
(d) Unless you do not hurry, you cannot miss the bus.

(v) "Did you see the movie last night?" he asked me.
(Begin : He asked me...)
(a) He asked me if I have seen the movie last night.
(b) He asked me if I had seen the movie last night.
(c) He asked me did I see the movie last night.
(d) He asked me whether I saw the movie last night.

(vi) The homework was too difficult for the children to complete.
(Rewrite using : so...that...)
(a) The homework was so difficult that the children could not complete it.
(b) The homework was so difficult that the children completed it.
(c) The homework was so difficult for the children to complete it.
(d) The homework was so difficult that it could not be completed.

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(vii) He speaks too fast for us to understand.
(Begin : He speaks so...)
(a) He speaks so fast for us to understand.
(b) He speaks so fast that we cannot understand him.
(c) He speaks so fast that we could not understand him.
(d) He speaks so fast for us to have understood.

(viii) Despite his hard work, he failed to win the race.
(Begin : Although...)
(a) Although he worked hard, he failed to win the race.
(b) Although he worked hard, but he failed to win the race.
(c) Although he was hard-working, but he failed to win the race.
(d) Although he worked hard, he could not win the race.

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(iv) You will fail the exam if you do not work hard.
(Begin : Unless...)
(a) Unless you work hard, you will fail the exam.
(b) Unless you do not work hard, you will fail the exam.
(c) Unless you work hard, you will not fail the exam.
(d) Unless you work hard, you would fail the exam.

(v) He said, "I will help you tomorrow."
(Begin : He said that...)
(a) He said that he will help me tomorrow.
(b) He said that he would help me the next day.
(c) He said that he helped me tomorrow.
(d) He said that he would help me yesterday.

(vi) Despite the rain, the match continued.
(Begin : Although...)
(a) Although it was raining, the match continued.
(b) Although it rained, but the match continued.
(c) Although it rained, the match continued.
(d) Although it was raining, but the match continued.

(vii) John is as brave as his brother.
(Use : braver)
(a) John is braver than his brother.
(b) John's brother is braver than he is.
(c) John's brother is not braver than he is.
(d) John is not braver than his brother.

(viii) The house was so beautiful that everyone admired it.
(Rewrite using : too...to...)
(a) The house was too beautiful for everyone to admire.
(b) The house was too beautiful to admire by everyone.
(c) The house was too beautiful for anyone to not admire.
(d) The house was too beautiful for anyone to ignore.

Ans :

(i) (b) The hall is being decorated by the children for the event.
The sentence transforms the active voice into passive voice while retaining the present continuous tense (is decorating → is being decorated). The object "hall" becomes the subject, ensuring grammatical accuracy and clarity.

(ii) (c) No sooner had the match ended than the crowd cheered loudly.
The sentence starts with "No sooner", requiring inversion with "had" and the past perfect tense (ended). The use of "than" links the two actions in correct sequence, ensuring logical and grammatical accuracy.

(iii) (a) The cake is so sweet that I cannot eat it.
The transformation replaces "too...to" with "so... that", emphasizing the excessive sweetness as the reason for being unable to eat it. The sentence maintains logical flow and grammatical precision.

(iv) (a) Unless you work hard, you will fail the exam.
The conditional sentence uses "Unless" to replace "if not", making the negative condition explicit. This transformation retains the original meaning while ensuring grammatical accuracy.

(v) (b) He said that he would help me the next day.
The direct speech is transformed into indirect speech. The tense changes from "will" to "would", and "tomorrow" is replaced with "the next day" to reflect reported speech rules, maintaining clarity and correctness.

(vi) (a) Although it was raining, the match continued.
The sentence uses "Although" to indicate contrast. The transformation avoids unnecessary conjunctions like "but", ensuring grammatical precision and preserving the original meaning.

(vii) (c) John's brother is not braver than he is.
The sentence uses "braver" to compare the bravery of John and his brother. The negative structure emphasizes their equal level of bravery, maintaining the sentence's logical and grammatical accuracy.

(viii) (d) The house was too beautiful for anyone to ignore.
The transformation uses "too...to" to replace "so...that", emphasizing the overwhelming beauty of the house. The phrase "for anyone to ignore" retains the original meaning while ensuring grammatical correctness.

10. Re-write the following sentences according to the instructions given after each.
Make other changes that may be necessary, but do not change the meaning of each sentence. Choose the correct option.

(i) This problem is too complex for me to solve.
(Rewrite using : so...that...)
(a) This problem is so complex that I cannot solve it.
(b) This problem is so complex that I can solve it.
(c) This problem is so complex that I might solve it.
(d) This problem is so complex that it cannot be solved.

(ii) They finished the work on time.
(Begin : The work...)
(a) The work was finished on time by them.
(b) The work is being finished on time by them.
(c) The work is finished on time by them.
(d) The work had been finished on time by them.

(iii) "Do you understand the rules?" she asked me.
(Begin : She asked me...)
(a) She asked me whether I understood the rules.
(b) She asked me if I will understand the rules.
(c) She asked me if I am understanding the rules.
(d) She asked me whether I understand the rules.

(iv) As soon as the show began, the audience clapped enthusiastically.
(Begin : No sooner...)
(a) No sooner had the show begun than the audience clapped enthusiastically.
(b) No sooner the show had begun than the audience clapped enthusiastically.
(c) No sooner does the show begin than the audience clapped enthusiastically.
(d) No sooner did the audience clap than the show began.

(v) The view from the hill was so beautiful that everyone admired it.
(Rewrite using : too...to...)
(a) The view from the hill was too beautiful for everyone to admire.
(b) The view from the hill was too beautiful for anyone to ignore.
(c) The view from the hill was too beautiful to admire.
(d) The view from the hill was too beautiful to look at.

(vi) In spite of his illness, he attended the meeting.
(Begin : Although...)
(a) Although he was ill, he attended the meeting.
(b) Although he was ill, yet he attended the meeting.
(c) Although he attended the meeting, he was ill.
(d) Although he was ill, but he attended the meeting.

(vii) You cannot succeed if you do not work hard.
(Begin : Unless...)
(a) Unless you do not work hard, you cannot succeed.
(b) Unless you work hard, you cannot succeed.
(c) Unless you work hard, you will succeed.
(d) Unless you work hard, you would not succeed.

(viii) I am as fast as my brother.
(Use : faster)
(a) My brother is faster than I am.
(b) I am faster than my brother.
(c) My brother is not faster than I am.
(d) I am not faster than my brother.

Ans :

(i) (a) This problem is so complex that I cannot solve it.
The phrase "too...to" is replaced with "so...that", emphasizing the difficulty of the problem. The transformation logically conveys the inability to solve it. The structure adheres to grammatical rules while ensuring clarity and meaning.

(ii) (a) The work was finished on time by them.
The sentence transforms from active to passive voice, where the subject becomes the object. The past tense "was finished" reflects the completed action accurately. This rephrasing ensures the same meaning while adhering to grammatical standards.

(iii) (a) She asked me whether I understood the rules.
The direct question is converted into indirect speech. The present tense "do you understand" changes to past tense "understood" as per the rules of reported speech. The interrogative sentence is appropriately restructured for clarity and correctness.

(iv) (a) No sooner had the show begun than the audience clapped enthusiastically.
Sentences starting with "No sooner" require an inverted structure with "had" followed by the past perfect tense. The conjunction "than" is used for proper sequence. The sentence adheres to rules and maintains logical flow.

(v) (b) The view from the hill was too beautiful for anyone to ignore.
The phrase "so...that" is replaced with "too...to," emphasizing the breathtaking beauty of the view. The transformation ensures coherence, logical clarity, and grammatical precision, accurately reflecting the admiration expressed in the original sentence.

(vi) (a) Although he was ill, he attended the meeting.
The sentence begins with "Although" to highlight contrast. The transformation avoids unnecessary conjunctions like "but" while maintaining the meaning. It emphasizes determination and clarity, adhering to grammatical correctness.

(vii) (b) Unless you work hard, you cannot succeed.
The sentence uses "Unless" to replace the conditional "if not." This structure emphasizes the need for hard work as a prerequisite for success. The transformation ensures the condition is clear and grammatically accurate.

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(viii) (c) My brother is not faster than I am.
The comparative degree "faster" emphasizes equality in speed between the two. The transformation retains the original meaning while adhering to rules of comparison and ensuring grammatical precision.

11. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.

(i) The Librarian orders books for the school library every year.
(Begin : Books...)

(ii) No one will deny that the children have worked very hard this year.
(Begin : Everyone...)

(iii) As soon as the teacher enters, she is greeted by her students.
(Begin : No sooner...)

(iv) She is so busy that she finds no time to entertain her friends.
(Rewrite using 'too')

(v) In spite of the very hot weather, Kevin stepped out to buy some bread.
(Begin : Despite...)

(vi) Sheela will be selected for the competition only if she goes for the auditions.
(Begin : Unless...)

(vii) I would rather eat fruit than a lot of unhealthy junk food.
(Begin : I prefer...)

(viii) The tree was cut down ruthlessly.
(Begin : They...)

Ans :

(i) Books are ordered by the Librarian for the school library every year.
The sentence is transformed from active to passive voice. The subject "The Librarian" becomes the agent, and "Books" is used as the subject in the passive voice, maintaining grammatical accuracy and clarity.

(ii) Everyone will agree that the children have worked very hard this year.
The affirmative transformation of the negative statement uses "Everyone will agree" instead of "No one will deny." This ensures that the meaning remains unchanged while adhering to grammatical rules.

(iii) No sooner does the teacher enter than she is greeted by her students.
The sentence begins with "No sooner" followed by the auxiliary verb "does" to match the present tense. The phrase "than" is used to connect the two actions, ensuring proper sequencing and coherence.

(iv) She is too busy to entertain her friends.
The sentence replaces "so...that" with "too... to" while retaining the original meaning. This transformation emphasizes her busyness in a concise and grammatically correct manner.

(v) Despite the very hot weather, Kevin stepped out to buy some bread.
The sentence begins with "Despite" and eliminates the use of "In spite of." This transformation maintains clarity and conveys the contrast between the hot weather and Kevin's action.

(vi) Unless Sheela goes for the auditions, she will not be selected for the competition.
The conditional statement is transformed using "Unless" to replace "only if." The meaning is preserved, and the transformation emphasizes the condition for her selection.

(vii) I prefer eating fruit to eating a lot of unhealthy junk food.
The sentence uses "prefer...to" to express preference. Both actions are expressed using gerunds ("eating fruit" and "eating junk food") to maintain grammatical accuracy and clarity.

(viii) They cut down the tree ruthlessly.
The passive voice is transformed into active voice. The subject "They" is introduced, and the verb "cut down" is correctly used in its active form while preserving the original meaning.

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12. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.

(i) The old woman said to Arun, "Can you help me to cross the street?"
(Begin : The old woman asked Arun...)

(ii) As soon as the sun rose over the hills, the fog disappeared.
(Begin : No sooner...)

(iii) It rained so heavily that they could not go for the picnic.
(Re-write : Using 'too...to')

(iv) If your friends get here before 7 o'clock, we can take them out for dinner.
(Re-write : Using 'unless')

(v) The school captain was elected by the students of classes XI and XII.
(Begin : The students...)

(vi) Greenland is the largest island in the world.
(Re-write : Using 'larger')

(vii) How cruel Shylock was to demand his pound of flesh!
(Begin : It was cruel...)

(viii) Arun was asked by his mother to explain the missing buttons on his shirt.
(Re-write : Using 'explanation')

Ans :

(i) The old woman asked Arun if he could help her to cross the street.
The direct speech is transformed into indirect speech. "Can you" becomes "if he could", and the pronouns are adjusted appropriately while maintaining clarity and the original meaning.

(ii) No sooner had the sun risen over the hills than the fog disappeared.
The sentence begins with "No sooner", followed by the auxiliary verb "had" to indicate past perfect tense. "Than" is used to connect the two actions logically and grammatically.

(iii) It rained too heavily for them to go for the picnic.
The phrase "so...that" is replaced with "too... to" while maintaining the original meaning. This transformation emphasizes the intensity of the rain and its impact on the picnic plans.

(iv) Unless your friends get here before 7 o'clock, we cannot take them out for dinner.
The conditional sentence uses "unless" to replace "if" and retains the negative clause. This transformation ensures logical consistency and grammatical accuracy.

(v) The students of classes XI and XII elected the school captain.
The sentence is transformed from passive to active voice. "The students of classes XI and XII" becomes the subject, and "elected" correctly represents the verb in its active form.

(vi) No island in the world is larger than Greenland.
The sentence is rephrased to emphasize the comparison using "larger." This transformation retains the original meaning while maintaining proper structure and clarity.

(vii) It was cruel of Shylock to demand his pound of flesh.
The exclamatory sentence is transformed into a statement using "It was cruel of..." to highlight the inhumane action of Shylock. This rephrasing ensures clarity and grammatical correctness.

(viii) Arun was asked by his mother for an explanation of the missing buttons on his shirt.
The sentence replaces "to explain" with "for an explanation of" while retaining the passive voice. This transformation ensures logical flow and precision in conveying the request.

13. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.

(i) "Will you lend me the book tomorrow?" Priya asked her classmate.
(Begin : Priya asked her classmate if…)

(ii) The teacher scolded him for coming late.
(Begin : He…)

(iii) It was so hot that the P.T. period could not be held.
(Begin : It was too…)

(iv) As soon as her song was over, I knew that she had won the competition.
(Begin : No sooner…)

(v) Our school sent up the best exhibit to the Town Hall.
(Re-write using : 'better')

(vi) Visitors under eighteen were not allowed into the hall.
(Begin : Only visitors…)

(vii) As soon as the bell rang, the children ran out.
(Begin : No sooner…)

(viii) They were asked to combine all their ideas into one document.
(Re-write using : 'combination')

Ans :

(i) Priya asked her classmate if she would lend her the book for the following day.
The sentence transforms direct speech into indirect speech. "Will" becomes "would", and "tomorrow" changes to "the following day." Pronouns are adjusted to maintain clarity and grammatical accuracy.

(ii) He was scolded by the teacher for coming late.
The active voice is transformed into passive voice. The subject "The teacher" becomes the agent, while "He" becomes the subject of the passive sentence, retaining the original meaning.

(iii) It was too hot for the P.T. period to be held.
The phrase "so...that" is replaced with "too... to" while preserving the original meaning. This transformation emphasizes the intensity of the heat and its effect on the P.T. period.

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(iv) No sooner was her song over than I knew that she had won the competition.
The sentence begins with "No sooner", followed by inversion (was her song over) to maintain grammatical accuracy. "Than" is used to indicate the immediate connection between the two actions.

(v) No other school's exhibit sent to the Town Hall was better than ours.
The sentence is rephrased using "better" for comparison. The structure effectively highlights the superiority of the school's exhibit while maintaining clarity and proper grammar.

(vi) Only visitors above eighteen years of age were allowed into the hall.
The sentence is rephrased to emphasize the restriction using "Only visitors." This transformation is grammatically correct and retains the original meaning clearly.

(vii) No sooner did the bell ring than the children ran out.
The sentence begins with "No sooner", followed by inversion (did the bell ring) to match the past tense. "Than" is used to connect the two events logically and grammatically.

(viii) The combination of all their ideas was asked to be put into one document.
The sentence incorporates "combination" to express the collection of ideas. The passive structure is maintained, and the original meaning is preserved with grammatical correctness.

14. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.

(i) She laid the table after she had finished cooking.
(Begin : When…)

(ii) He is old, but still works hard.
(Begin : Despite…)

(iii) The delivery boy was requested to bring the parcel the next day.
(Rewrite using direct speech)

(iv) I prefer playing a game to watching television.
(Begin : I would rather…)

(v) Every family has a black sheep.
(Begin : There is no…)

(vi) I have never worn a more ill-fitting suit.
(End : …ever worn.)

(vii) Anil is too fast a runner to not come first in the race.
(Begin : Anil is so…)

(viii) As soon as the sports meet ended, the children ran on the field.
(Begin : Hardly…)

Ans :

(i) When she had finished cooking, she laid the table.
The sentence begins with "When", shifting the dependent clause to the start. The sequence of actions is maintained, and grammatical accuracy is ensured while preserving the original meaning.

(ii) Despite being old, he still works hard.
The sentence begins with "Despite", and the clause "being old" is used to reflect his condition. This transformation retains the contrast between his age and hard work while maintaining grammatical correctness.

(iii) The delivery boy said, "I will bring the parcel tomorrow."
The indirect speech is converted into direct speech. "Was requested to bring" becomes "I will bring," and "the next day" is replaced by "tomorrow," adhering to direct speech rules.

(iv) I would rather play a game than watch television.
The sentence uses "rather...than" to express preference. The verbs "play" and "watch" are in their base forms to match the structure, ensuring grammatical precision and clarity.

(v) There is no family without a black sheep.
The affirmative sentence is rephrased into a negative form using "There is no..." This transformation emphasizes the idea while preserving the intended meaning with correct grammar.

(vi) A more ill-fitting suit has never been worn.
The sentence ends with "ever worn," and the structure emphasizes the uniqueness of the ill-fitting suit. The negative clause is correctly rephrased to maintain clarity and accuracy.

(vii) Anil is so fast a runner that he always comes first in the race.
The phrase "too fast...to not come first" is rephrased using "so...that." The transformation highlights Anil's speed and ensures proper grammatical construction.

(viii) Hardly had the sports meet ended when the children ran on the field.
The sentence begins with "Hardly" and uses inversion (had the sports meet ended) to emphasize immediacy. "When" is used to connect the two actions logically and grammatically.

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(a) you exercise regularly, you will not stay fit.
(b) you do not exercise, you will stay fit.
(c) you exercise regularly, you will stay fit.
(d) you do not exercise, you may not stay fit.

(iv) The children went outside to play the moment it stopped raining.
(Begin : As soon as…)
(a) the children went outside, it stopped raining.
(b) it stopped raining, the children went outside to play.
(c) the children played outside after the rain stopped.
(d) it rained, the children waited to play outside.

Ans :

(i) (b) had the police arrived than the thief escaped.
"No sooner had the police arrived than the thief escaped" is correct because this structure is used to indicate two actions happening in quick succession, with the first in past perfect tense.

(ii) (a) tricky that the students could not answer it.
"The question was so tricky that the students could not answer it" uses the correct structure with "so...that," which connects a cause (trickiness) and its result (students' inability to answer).

(iii) (a) you exercise regularly, you will not stay fit.
"Unless you exercise regularly, you will not stay fit" uses "unless" appropriately to introduce a negative condition, emphasizing the necessity of regular exercise for fitness.

(iv) (b) it stopped raining, the children went outside to play.
"As soon as it stopped raining, the children went outside to play" is correct as it follows the chronological sequence of events, linking the cessation of rain to the children's action.

24. Re-write the following sentences according to the instructions given after each.
Choose the correct option that best completes the sentence.

(i) The driver started the car as soon as everyone got in.
(Begin : No sooner…)
(a) did everyone get in when the driver started the car.
(b) did everyone get in than the driver started the car.
(c) had everyone got in when the driver started the car.
(d) had everyone got in than the driver started the car.

(ii) The task was too complicated for a beginner to complete.
(Begin : The task was so…)
(a) complicated that a beginner could not complete it.
(b) complicated for any beginner to complete.
(c) difficult for a beginner to finish.
(d) complex that it could not be completed.

(iii) If they do not attend the meeting, they will miss important updates.
(Begin : Unless…)
(a) they do not attend the meeting, they will miss important updates.
(b) they attend the meeting, they will not miss updates.
(c) they attend the meeting, they will get updates.
(d) they attend the meeting, they will miss important updates.

(iv) The hill was so steep that it was dangerous to climb.
(Begin : The hill was too…)
(a) steep that it could not be climbed safely.
(b) steep for anyone to climb it.
(c) steep to climb without danger.
(d) steep for anyone to climb safely.

Ans :

(i) (b) did everyone get in than the driver started the car.
"No sooner did everyone get in than the driver started the car" is correct as "no sooner...than" is used to indicate one event closely following another. The auxiliary verb "did" aligns with this structure.

(ii) (a) complicated that a beginner could not complete it.
"The task was so complicated that a beginner could not complete it" uses the correct "so...that" structure, effectively linking the complexity of the task with the beginner's inability to complete it.

(iii) (b) they attend the meeting, they will not miss updates.
"Unless they attend the meeting, they will not miss updates" correctly introduces a conditional scenario, with "unless" implying the necessity of attendance to avoid missing updates.

(iv) (d) steep for anyone to climb safely.
"The hill was too steep for anyone to climb safely" correctly uses "too...for" to express that the hill's steepness prevented safe climbing. The phrase clearly conveys the risk involved.

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(viii) It was the last time he saw his wife.
(Begin : Never…)

Ans :

(i) Hardly had we walked one kilometre when they stopped us.
The sentence begins with "Hardly" to emphasize the immediacy of the action. Inversion (had we walked) is used to maintain grammatical correctness. The use of "when" ensures the logical connection between the two events.

(ii) The memory is too vivid for me to forget it.
The phrase "too...to" effectively replaces "so... that," making the sentence more concise. This transformation highlights the vividness of the memory and its lasting impression while preserving the original meaning and grammatical accuracy.

(iii) That does not need to happen.
The sentence is rephrased to include "does," turning it into a declarative statement. This transformation maintains clarity while emphasizing the unnecessary nature of the event. The verb usage ensures alignment with standard grammatical rules.

(iv) All we cared about was food and sleep.
The sentence begins with "All" to focus on what was important. The transformation preserves the intended meaning while using concise phrasing to emphasize the idea of prioritizing food and sleep above everything else.

(v) There was a face-to-face meeting with our accuser.
The sentence introduces "There was" to reframe the description. The phrase "face-to-face" maintains the interaction's importance. This transformation shifts the focus to the meeting while adhering to grammatical conventions and clarity.

(vi) Herbert did not accept the job offer without consulting his parents.
The sentence emphasizes Herbert's consultation using "did not accept...without." This structure conveys his actions clearly while maintaining the timeline of events. The rephrasing ensures both logical flow and grammatical precision.

(vii) Put your tools away, lest the children fall over them.
The conjunction "lest" is used to show precaution, replacing "may." This transformation introduces a sense of urgency and concern while retaining the original meaning and adhering to proper grammatical construction.

(viii) Never again did he see his wife.
The sentence begins with "Never again" for emphasis, followed by inversion (did he see) to maintain correct grammar. This rephrasing highlights the finality of the situation while preserving the original sentiment and clarity.

17. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.

(i) The book was so interesting that I could not put it down.
(Begin : The book was too…)

(ii) The principal said, "All the prizes will be distributed tomorrow."
(Begin : The principal said that…)

(iii) Last night's dinner was cooked for us by our father.
(Begin : Father…)

(iv) If Mary catches the first bus, she will be on time for school.
(Begin : Unless…)

(v) In spite of having high fever, the girl came to school.
(Begin : Despite…)

(vi) I prefer going out with friends to staying alone at home.
(Begin : I would rather…)

(vii) Hardly had the teacher left the room, when all the children started making a noise.
(Begin : No sooner…)

(viii) This is the funniest movie I have ever seen.
(Begin : Never…)

Ans :

(i) The book was too interesting for me to put it down.
The phrase "so...that" is replaced with "too...to" while maintaining the intended meaning. This transformation effectively emphasizes the book's captivating nature and how it prevented the reader from putting it aside.

(ii) The principal said that all the prizes would be distributed by the next day.
The direct speech is converted into indirect speech. "Will" is changed to "would" to reflect the future event in the past context. This transformation adheres to the rules of reported speech and retains clarity.

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15. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.

(i) Not many people read for pleasure these days.
(Begin : Few…)

(ii) Since her childhood, Meera has been good in Mathematics.
(End : …childhood)

(iii) "We have had no rain, since January," Ramu said.
(Begin : Ramu said that they…)

(iv) It is dangerous as well as illegal to drive a motorcycle without a helmet.
(Begin : It is not…)

(v) He had plenty of wealth, but he was not happy.
(Begin : In spite…)

(vi) He was so tired that he could not stand.
(Use : 'too')

(vii) Every one of them was an experienced mountaineer.
(Begin : There was no…)

(viii) I have never seen a film as bad as this.
(Begin : This is…)

Ans :

(i) Few people read for pleasure these days.
The sentence rephrases "not many" into "few" while maintaining the intended meaning. It emphasizes the rarity of people engaging in reading for pleasure. The structure is concise, grammatically accurate, and reflects the declining habit effectively.

(ii) Meera has been good in Mathematics since her childhood.
The sentence ends with "since her childhood," maintaining the sequence of events and emphasizing her consistent skill in Mathematics. The transformation is simple and accurate, highlighting the time frame of her proficiency.

(iii) Ramu said that they had had no rain since January.
The direct speech is converted into indirect speech. The use of "had had" ensures proper tense in the past perfect form, indicating a lack of rain since January. This transformation retains clarity and adheres to grammatical rules.

(iv) It is not only dangerous but also illegal to drive a motorcycle without a helmet.
The correlative conjunction "not only...but also" connects the two aspects of the action—danger and illegality. This emphasizes both ideas equally, ensuring clarity and maintaining grammatical correctness in the sentence.

(v) In spite of having plenty of wealth, he was not happy.
The sentence begins with "In spite of" to show contrast between his wealth and unhappiness. The gerund "having" makes the phrase grammatically accurate, retaining the original meaning with a focus on the contradictory relationship.

(vi) He was too tired to stand.
The transformation replaces "so...that" with "too...to," emphasizing his exhaustion and inability to stand. This concise structure maintains the original meaning while making the sentence more direct and impactful.

(vii) There was no one among them who was not an experienced mountaineer.
The sentence is rephrased using "There was no one...who was not," emphasizing the fact that every individual in the group was experienced. This structure preserves the original meaning and ensures grammatical precision.

(viii) This is the worst film I have ever seen.
The sentence highlights "the worst" to express the speaker's opinion about the film. The transformation ensures proper use of the superlative degree while retaining the emphasis on the speaker's unique experience with this movie.

16. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.

(i) We had not even walked one kilometre when they stopped us.
(Begin : Hardly…)

(ii) The memory is so vivid that I will never forget it.
(Use 'too' in place of 'so')

(iii) That need not happen.
(Rewrite : using does)

(iv) Food and sleep were all we cared about.
(Begin : All…)

(v) We sat with our accuser, face to face.
(Begin : There…)

(vi) Herbert consulted his parents before accepting the job offer.
(Begin : Herbert did not…)

(vii) Put your tools away, the children may fall over them.
(Use : lest…)

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(vii) Father told Sunil that he could help him with his homework.
The direct speech is converted to indirect speech. "Said to" becomes "told," and the pronouns are adjusted appropriately ("I" to "he"). This transformation ensures grammatical accuracy and clarity.

(viii) There are more than a thousand students in Naresh's school.
The sentence begins with "There are," shifting the focus to the number of students. The phrase "more than a thousand" emphasizes the large population, maintaining grammatical accuracy and the original sentiment.

19. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.

(i) Rahul could not attend the meeting because he was unwell.
(Begin : Being…)

(ii) As soon as the match ended, the players celebrated on the field.
(Begin : No sooner…)

(iii) This is the most exciting trip I have ever been on.
(Begin : Never…)

(iv) If you do not complete the work on time, you will face a penalty.
(Begin : Unless…)

(v) The train arrived late, so we missed the first session of the seminar.
(Rewrite using 'too')

(vi) He is too honest to accept a bribe.
(Rewrite using 'so...that')

(vii) "Will you help me carry this box upstairs?" she asked me.
(Begin : She asked me…)

(viii) The gardener watered the plants every morning.
(Begin : The plants…)

Ans :

(i) Being unwell, Rahul could not attend the meeting.
The sentence begins with "Being," converting the reason into a participial phrase. This transformation emphasizes Rahul's health as the cause of his absence while maintaining grammatical correctness and the intended meaning.

(ii) No sooner had the match ended than the players celebrated on the field.
The sentence begins with "No sooner," requiring inversion (had the match ended) and "than" to connect the two actions. This transformation emphasizes the immediate celebration following the match.

(iii) Never have I been on a more exciting trip than this.
Starting with "Never" highlights the speaker's strong opinion, followed by inversion (have I been) to maintain proper grammar. The transformation uses a comparative structure while retaining the original sentiment.

(iv) Unless you complete the work on time, you will face a penalty.
The conditional "If" is replaced with "Unless" to express the condition in negative form. This transformation effectively emphasizes the importance of timely completion while maintaining clarity.

(v) The train was too late for us to attend the first session of the seminar.
The sentence replaces "so...that" with "too... to," maintaining the original cause-and-effect relationship. The transformation emphasizes the train's delay and its consequences clearly and concisely.

(vi) He is so honest that he cannot accept a bribe.
The sentence replaces "too...to" with "so...that," emphasizing the man's honesty and its implications. The transformation retains the original meaning while ensuring grammatical accuracy.

(vii) She asked me if I would help her carry that box upstairs.
The direct question is converted into indirect speech. The auxiliary verb "will" changes to "would," and the pronouns are adjusted for grammatical correctness. This transformation ensures clarity and preserves the original meaning.

(viii) The plants were watered by the gardener every morning.
The sentence shifts from active to passive voice. The focus changes to the plants, ensuring grammatical accuracy and maintaining the original intent of the sentence while following the rules of passive construction.

20. Re-write the following sentences according to the instructions given after each.
Make other changes that may be necessary, but do not change the meaning of each sentence.

(i) I was so tired that I could not stay awake.
(Begin : I was too...)

(ii) As soon as the teacher entered the classroom, the students stood up.
(Begin : No sooner...)

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(iii) Our father cooked dinner for us last night.
The sentence is rephrased from passive to active voice. The focus shifts to the doer of the action, "our father," making the sentence more direct and precise. This transformation maintains the original meaning effectively.

(iv) Unless Mary catches the first bus, she will not be on time for school.
The sentence replaces "If" with "Unless" to introduce a condition in negative form. This rephrasing emphasizes the necessity of the condition for Mary's punctuality while retaining the original meaning of the sentence.

(v) Despite having high fever, the girl came to school.
The sentence begins with "Despite," which introduces a contrast between the girl's illness and her action. The gerund "having" ensures grammatical correctness, maintaining the sentence's structure and conveying the intended meaning clearly.

(vi) I would rather go out with friends than stay alone at home.
The sentence uses "would rather...than" to express preference, maintaining the original comparison. The verbs "go" and "stay" are kept in their base forms, ensuring grammatical accuracy while conveying the speaker's choice effectively.

(vii) No sooner had the teacher left the room than all the children started making a noise.
The sentence begins with "No sooner," requiring an inverted structure (had the teacher left) for grammatical correctness. "Than" is used to indicate the immediate connection between the two events logically and effectively.

(viii) Never have I seen a funnier movie than this.
Starting with "Never" emphasizes the speaker's strong opinion about the movie. The inversion (have I seen) ensures grammatical accuracy and highlights the uniqueness of the experience, maintaining the original sentiment clearly.

18. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.

(i) Arun gave Ramesh some excellent advice.
(Begin : Ramesh was…)

(ii) As soon as Sania sat down to study, the lights went off.
(Begin : No sooner…)

(iii) Has Alia written to you?
(Begin : Have you…)

(iv) As soon as the function got over, the crowd dispersed.
(Begin : Hardly had…)

(v) The monsoon is the best season in our country.
(Rewrite using 'good')

(vi) Harish was so tired that he could not keep his eyes open.
(Begin : Harish was too…)

(vii) Father said to Sunil, "I can help you with your homework."
(Begin : Father told Sunil…)

(viii) Naresh goes to a school which has over a thousand students.
(Begin : There…)

Ans :

(i) Ramesh was given some excellent advice by Arun.
The sentence is rewritten in the passive voice, shifting the focus to "Ramesh." This transformation maintains grammatical accuracy and emphasizes the recipient of the advice without changing the original meaning.

(ii) No sooner did Sania sit down to study than the lights went off.
The sentence begins with "No sooner," requiring inversion (did Sania sit) to maintain grammatical correctness. "Than" is used to link the two events, emphasizing the immediacy of the lights going off.

(iii) Have you heard from Alia?
The sentence is rephrased as a direct question beginning with "Have you," shifting the focus to the act of receiving news from Alia. This transformation ensures grammatical accuracy and maintains the original meaning.

(iv) Hardly had the function got over when the crowd dispersed.
The sentence starts with "Hardly" to emphasize the quick succession of events. Inversion (had the function got) is used to ensure proper grammar, and "when" connects the two clauses effectively.

(v) No other season in our country is as good as the monsoon.
The superlative "best" is replaced with a positive comparison (as good as) to maintain the intended meaning. This transformation highlights the uniqueness of the monsoon while adhering to grammatical rules.

(vi) Harish was too tired to keep his eyes open.
The phrase "so...that" is replaced with "too...to," simplifying the structure while preserving the original meaning. This transformation emphasizes Harish's exhaustion and inability to stay awake.

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of the original sentence while maintaining its meaning. "Too...to" expresses an inability due to a limitation.

(ii) (b) did the teacher arrive than the students submitted their assignments.
The correct use of "No sooner...than" is demonstrated here. The inversion of "did the teacher arrive" aligns with the grammar rule for such sentences, indicating an immediate sequence of events.

(iii) (a) you practice regularly, you won't improve your skills.
"Unless" is appropriately used to show the condition required for improvement. The sentence maintains the intended meaning while using correct grammatical structure.

(iv) (b) dark that we could not see anything.
"The room was so dark that we could not see anything" accurately conveys the original sentence's meaning, using "so...that" to emphasize the extent of darkness preventing visibility.

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22. Re-write the following sentences according to the instructions given after each.
Choose the correct option that best completes the sentence.

(i) He ran so fast that he reached the finish line first.
(Begin : He ran too…)
(a) fast for anyone to catch up with him.
(b) fast so he reached the finish line.
(c) quickly to win the race first.
(d) fast that he finished first in the race.

(ii) The bus left as soon as we reached the stop.
(Begin : No sooner…)
(a) we reached the stop than the bus left.
(b) had we reached the stop when the bus left.
(c) did we reach the stop than the bus left.
(d) did we reach the stop when the bus left.

(iii) If you do not follow the safety rules, you may get injured.
(Begin : Unless…)
(a) you do not follow the safety rules, you may get injured.
(b) you follow the safety rules, you will get injured.
(c) you follow the safety rules, you will not get injured.
(d) you follow the safety rules, you may get injured.

(iv) The cake was so delicious that everyone wanted a second slice.
(Begin : The cake was too…)
(a) delicious to resist a second slice.
(b) delicious for anyone to resist another slice.
(c) sweet that it could not be resisted.
(d) tasty for everyone to have one piece only.

Ans :

(i) (a) fast for anyone to catch up with him.
The phrase "too fast for anyone to catch up with him" emphasizes that his speed made it impossible for others to reach him. This rephrasing accurately maintains the original meaning while using the "too...for" structure.

(ii) (c) did we reach the stop than the bus left.
The sentence correctly uses "No sooner...than" with the inverted structure "did we reach." This conveys the immediacy of the bus leaving upon their arrival, aligning with the original sentence's intent.

(iii) (c) you follow the safety rules, you will not get injured.
"Unless" is used to show the condition required to avoid injury. The rephrased sentence keeps the intended meaning intact, making it clear that following the rules ensures safety.

(iv) (b) delicious for anyone to resist another slice.
The sentence employs the "too...to" structure to convey the irresistible nature of the cake. This maintains the meaning that its deliciousness made it difficult for anyone to avoid a second slice.

23. Re-write the following sentences according to the instructions given after each.
Choose the correct option that best completes the sentence.

(i) The thief escaped as soon as the police arrived.
(Begin : No sooner…)
(a) did the police arrive when the thief escaped.
(b) had the police arrived than the thief escaped.
(c) did the police arrive than the thief escaped.
(d) had the police arrived when the thief escaped.

(ii) The question was too tricky for the students to answer.
(Begin : The question was so…)
(a) tricky that the students could not answer it.
(b) difficult for the students to answer.
(c) tricky for any student to answer it.
(d) tricky that no one answered it.

(iii) If you don't exercise regularly, you will not stay fit.
(Begin : Unless…)

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(iii) This is the best solution anyone could think of.
(Begin : No other...)

(iv) If you do not apologize, she will not forgive you.
(Begin : Unless...)

(v) The athlete ran too slowly to qualify for the finals.
(Rewrite using 'so...that')

(vi) He said to me, "Are you going to the party tonight?"
(Begin : He asked me...)

(vii) The chef prepares delicious meals every day.
(Begin : Delicious meals...)

(viii) Despite his wealth, he is not happy.
(Begin : Although...)

Ans :

(i) I was too tired to stay awake.
The phrase "so...that" is replaced with "too... to," simplifying the sentence. The transformation highlights the speaker's exhaustion while maintaining clarity and grammatical correctness.

(ii) No sooner had the teacher entered the classroom than the students stood up.
Starting with "No sooner" requires inversion (had the teacher entered) and the use of "than" to connect the two actions. The transformation emphasizes the immediacy of the students' reaction.

(iii) No other solution is as good as this one.
The superlative "best" is replaced with a positive comparison (as good as) to maintain the intended meaning. This transformation emphasizes the uniqueness of the solution while adhering to grammatical rules.

(iv) Unless you apologize, she will not forgive you.
The conditional "If" is replaced with "Unless" to express the condition in a negative form. The sentence maintains clarity and emphasizes the importance of the apology for forgiveness.

(v) The athlete ran so slowly that he could not qualify for the finals.
The phrase "too...to" is replaced with "so...that," emphasizing the athlete's inability to qualify due to his slow pace. The transformation retains the original meaning with grammatical accuracy.

(vi) He asked me if I was going to the party that night.
The direct question is converted into indirect speech. The auxiliary verb "are" changes to "was," and the pronoun "you" changes to "I." The word "tonight" becomes "that night," maintaining grammatical correctness.

(vii) Delicious meals are prepared by the chef every day.
The sentence shifts from active to passive voice. The focus changes to "delicious meals," ensuring grammatical accuracy and maintaining the original meaning of the sentence.

(viii) Although he is wealthy, he is not happy.
The sentence begins with "Although," introducing a contrast between his wealth and unhappiness. The transformation retains clarity while emphasizing the contradiction effectively and adhering to grammatical conventions.

21. Re-write the following sentences according to the instructions given after each.
Choose the correct option that best completes the sentence.

(i) The road was so narrow that two cars could not pass at the same time.
(Begin : The road was too…)
(a) narrow that two cars could pass.
(b) narrow to allow two cars to pass.
(c) wide for two cars to pass.
(d) narrow for two cars to move simultaneously.

(ii) The students submitted their assignments as soon as the teacher arrived.
(Begin : No sooner…)
(a) had the teacher arrived when the students submitted their assignments.
(b) did the teacher arrive than the students submitted their assignments.
(c) had the teacher arrived than the students submitted their assignments.
(d) did the teacher arrive when the students submitted their assignments.

(iii) If you don't practice regularly, you won't improve your skills.
(Begin : Unless…)
(a) you practice regularly, you won't improve your skills.
(b) you practice, you won't improve.
(c) you regularly practice, you will not improve your skills.
(d) you improve your skills, practice regularly.

(iv) The room was too dark for us to see anything.
(Begin : The room was so…)
(a) dark for us to see anything.
(b) dark that we could not see anything.
(c) dark for us to see something clearly.
(d) dark that anything could not be seen by us.

Ans :

(i) (b) narrow to allow two cars to pass.
The sentence "The road was too narrow to allow two cars to pass" correctly reflects the structure

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25. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary but do not change the meaning of each sentence.

(i) He worked so hard that he passed the examination.
(Begin : He worked too…)

(ii) If you do not complete your homework, the teacher will punish you.
(Begin : Unless…)

(iii) The train had left the station before we reached.
(Begin : By the time…)

(iv) As soon as the thief saw the police, he ran away.
(Begin : No sooner…)

Ans :

(i) He worked too hard to fail the examination.
"Too...to" conveys the same meaning as "so... that," emphasizing that his hard work made failure impossible. The sentence transformation maintains the original intent without altering its meaning.

(ii) Unless you complete your homework, the teacher will punish you.
"Unless" introduces a conditional clause, effectively replacing "if you do not." The sentence retains the original meaning, showing the consequence of not completing homework.

(iii) By the time we reached the station, the train had left.
The phrase "By the time" appropriately emphasizes the sequence of events, indicating the train's departure occurred before their arrival. The past perfect tense "had left" aligns with the context.

(iv) No sooner did the thief see the police than he ran away.
"No sooner...than" expresses the immediacy of the thief's reaction upon seeing the police. The auxiliary verb "did" correctly follows this structure, maintaining the original sentence's meaning and tense.

26. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary but do not change the meaning of each sentence.

(i) The soup is so hot that I cannot drink it.
(Begin : The soup is too…)

(ii) If you do not hurry, you will miss the bus.
(Begin : Unless…)

(iii) Hardly had the game begun when it started raining.
(Begin : No sooner…)

(iv) The teacher gave the instructions and the students started working.
(Begin : As soon as…)

Ans :

(i) The soup is too hot to drink.
"Too...to" replaces "so...that" to express the soup's excessive heat, making drinking it impossible. This transformation maintains the meaning while adhering to the sentence pattern change.

(ii) Unless you hurry, you will miss the bus.
"Unless" introduces a conditional clause, replacing "if you do not." The sentence structure emphasizes the consequence of not hurrying, preserving the original intent.

(iii) No sooner had the game begun than it started raining.
"No sooner...than" emphasizes the immediate sequence of events. The correct auxiliary verb "had" aligns with the past perfect tense, indicating that rain followed the game's start without delay.

(iv) As soon as the teacher gave the instructions, the students started working.
"As soon as" expresses the immediate action following the instructions. The sentence preserves the sequence of events and conveys their simultaneity effectively.

27. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary but do not change the meaning of each sentence.

(i) He is so lazy that he cannot complete his homework on time.
(Begin : He is too…)

(ii) If you do not apologize, she will not forgive you.
(Begin : Unless…)

(iii) The plane had already taken off before we reached the airport.
(Begin : By the time…)

(iv) She opened the window and the bird flew out.
(Begin : As soon as…)

Ans :

(i) He is too lazy to complete his homework on time.
"Too...to" replaces "so...that," emphasizing his excessive laziness that prevents homework completion. This transformation conveys the original meaning effectively while using concise phrasing.

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(ii) Unless you apologize, she will not forgive you.
"Unless" introduces a conditional clause, replacing "if you do not." The sentence emphasizes the necessity of apologizing for forgiveness, retaining the same intent with a slight change in structure.

(iii) By the time we reached the airport, the plane had already taken off.
"By the time" introduces the sequence of events, aligning with the past perfect tense "had already taken off" to show the plane's departure occurred before their arrival.

(iv) As soon as she opened the window, the bird flew out.
"As soon as" expresses immediacy, indicating that the bird's action followed the window opening without delay. The sequence and meaning of the original sentence remain unchanged.

28. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary but do not change the meaning of each sentence.

(i) The weather is so cold that we cannot go outside.
(Begin : The weather is too…)

(ii) If they do not arrive on time, the meeting will be delayed.
(Begin : Unless…)

(iii) She finished her work and went out to meet her friends.
(Begin : As soon as…)

(iv) The teacher had hardly started the lesson when the fire alarm rang.
(Begin : No sooner…)

Ans :

(i) The weather is too cold to go outside.
"Too...to" simplifies "so...that," highlighting the intense cold that makes going outside impossible. This structure is direct and retains the original sentence's meaning effectively.

(ii) Unless they arrive on time, the meeting will be delayed.
"Unless" replaces "if not," emphasizing punctuality as a requirement to prevent delay. This transformation maintains the conditional nature of the sentence while streamlining its phrasing.

(iii) As soon as she finished her work, she went out to meet her friends.
"As soon as" indicates an immediate action, showing that going out directly followed finishing her work. This retains the original sequence of events without altering its meaning.

(iv) No sooner had the teacher started the lesson than the fire alarm rang.
"No sooner...than" emphasizes that the fire alarm rang immediately after the lesson began. This construction effectively conveys the original sentence's sense of immediacy and sequence.

29. Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary but do not change the meaning of each sentence.

(i) The bag is so heavy that I cannot carry it.
(Begin : The bag is too…)

(ii) If you do not follow the rules, you will face consequences.
(Begin : Unless…)

(iii) The bus had already left before we reached the stop.
(Begin : By the time…)

(iv) She submitted the form and immediately left the office.
(Begin : As soon as…)

Ans :

(i) The bag is too heavy to carry.
The phrase "too heavy to" simplifies "so heavy that I cannot," effectively conveying that the weight of the bag prevents carrying it. The transformation retains the original meaning and creates a concise sentence.

(ii) Unless you follow the rules, you will face consequences.
"Unless" replaces "if not," directly establishing the condition required to avoid consequences. This structure emphasizes the need to follow rules without altering the intended meaning.

(iii) By the time we reached the stop, the bus had already left.
"By the time" maintains the sequence of events, indicating that the bus left before their arrival. This rewrite emphasizes the earlier departure of the bus, preserving the original sentence's meaning.

(iv) As soon as she submitted the form, she left the office.
"As soon as" introduces immediacy, indicating that her departure directly followed submitting the form. The revised sentence retains the original order of events and emphasizes promptness.

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30. Re-write the following sentences according to the instructions given after each.
Make other changes that may be necessary but do not change the meaning of each sentence.

(i) The plane took off as soon as the passengers had boarded.
(Begin : No sooner…)

(ii) The soup is too hot for the baby to drink.
(Begin : The soup is so…)

(iii) If you do not water the plants regularly, they will wither.
(Begin : Unless…)

(iv) He spoke so softly that nobody could hear him.
(Begin : He spoke too…)

Ans :

(i) No sooner had the passengers boarded the plane than it took off.
"No sooner" emphasizes immediacy between boarding and the plane's departure. This transformation uses the correct grammar structure with "had" and "than," maintaining the original meaning while highlighting the quick sequence of events.

(ii) The soup is so hot that the baby cannot drink it.
The phrase "so hot that" explains the baby's inability to drink the soup due to its temperature. This rewrite transforms the sentence while retaining the cause-and-effect relationship, ensuring clarity and meaning are preserved.

(iii) Unless you water the plants regularly, they will wither.
"Unless" effectively replaces "if not," making the sentence concise and emphasizing the condition required to prevent the plants from withering. This rewrite retains the original message without altering its intent.

(iv) He spoke too softly for anyone to hear him.
The phrase "too softly for" conveys that his voice was inaudible to others. This concise transformation retains the original meaning, emphasizing the inadequacy of his voice volume for being heard.

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